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ABSTRACT

Over 130 citations of books, journals, government publications, and newspapers dealing with education in Egypt are included in this annotated bibliography. Materials cited were published in 1977. Sixty-two alphabetically arranged categories cover such topics as agricultural schools, Arabic language, basic education, child care, curricula, experimental schools, health education, Islamic education, special education, teachers and teacher training, and youth movements. An index of authors and sources concludes the bibliography. (KC)

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SELECTED BIBLIOGRAPHY OF EGYPTIAN EDUCATIONAL MATERIALS

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ACADEMIC BOOKS

1. 'Abdul Maqsud, Mohamed, "Academic Books", (Al-Kitab Al-Jami'i), "Al-Masaa" newspaper, 22nd year, Issue No. 8108, (November 30,1977),p. 5.

After reviewing the declarations made by the responsible officials before the academic year started on the facilities made to ensure that university students secure their text books at fair prices at the beginning of the new year, the writer described the conditions one and a half month after the year commenced, voicing the students' complaints of the delay in printing a large number of books and the high prices charged for notes printed in the form of pamphlets.

Interviewing a number of university professors on this problem, they explained that the constant changes in the curriculum are responsible for the delay in printing academic books and the high rise in printing costs and the price of paper has resulted in the present higher price of text books.

Concluding his article, the writer said that the Central Agency for Academic Text Books should find a solution for this problem through assuming the task of issuing these books. Towards this end, the writer said that the possibilities of the Central Agency should be so boosted as to ensure prompt printing of academic books long before the academic year starts and to make such books available for students at reasonable prices.

AGRICULTURAL SCHOOLS

Establishment Thereof

2. A.R.E., Legislations, Laws, Regulations ...etc., "Ministerial Resolution No. 250 of December 24, 1977 in Connection with the Establishment of an Agricultural Secondary School Adopting the 3-year System in Beni Mazar, Minya Governorate". Cairo. Minister's Cabinet, Ministry of Education, 1977. One stencil page.

According to the first of the Resolution's three articles, an agricultural secondary school adopting the 3- year system is to be established in Beni Mazar, Minya Governorate. The same article fixes the date on which the school is to be opened.

Article 2 determines the resolutions, regulations, circulars and systems which the new school is required to observe.

The third and last article provides for publication of the Resolution in the Official Gazette and fixes the date of its coming into force.

3. Mahmoud, Haafez, "Technology for Teaching Language and Religion", (Teknolojia Li-Ta'leem Al-Lughah Wal-Deen), "Al-Gumhouriyah" newspaper, 24th year, Issue No. 7687, (October 1o, 1977), p. 5.

Commenting on the students' weakness in the Arabic language, the writer attributed this phenomenon mainly to the fact that political leaders, in addressing the public, disregard grammer and make numerous grammatical mistakes. Also, Arabic language curriculum in schools is of a poor quality.

Recalling past experience, the writer mentioned that oratory societies were a phenomenon in schools, text books of grammer were of a superior quality and oratory was an academic subject taught in faculties of arts and, once abolished, had detrimental effect on the Arabic language.

Reviewing the developments undergone by religious education in Egyptian schools, the writer said that eversince religion was regarded as a school subject which determines the pupil's success or failure, the standard of religious education has gone down as pupils are inclined to memorize whole verses of the Holy Quraan, unconvinced of what they read.

Concluding his article, the writer said that in order to generate interest in religion in pupils, we should attempt to convince them of what they study. Religious societies should be encouraged to appear in schools, worshipping places should be provided in each school and good examples should be set before pupils.

ART EDUCATION

4. Khalifah, Ahmed 'Abdul Hafiz Mohamed, "Influence of Children's Drawings on Modern Styles of Painting and its Importance to Art Education", (Taatheer Rusum Al-Atfal fi Asaleeb Al-Tasweer Al-Hadithah Wa-Ahamiyyat Zalik fil-Tarbiyah Al-Fanniyyah), Cairo, Faculty of Art Education, Helwan University, 1977, 200 pages + 4 pages in English.

-Dissertation submitted to the Faculty of Art Education, Helwan University for obtaining an M.A. in Art Education.

This dessertation consists of five chapters.
Chapter 1 is an introduction to the research. It explains its nature, scope, necessity, aims, method, assumptions and hypotheses.

The second chapter contains a review of pertinent studies and a discussion on children's drawings in the past and present, the relation between children's art and contemporary art and the degree of similarity in expression between a child and an adult.

Chapter 3 deals with the modes of expression in children's drawings and shows how drafts and drawings expressing the children's comprehension of the human body are analysed.

The fourth chapter indicates the simmilarities between children's drawings and modern paintings while the writer's conclusions and recommendations are set forth in Chapter 5.

Recommendations advocated by the writer deal with the following subjects: the need for extending more care to children's drawings in the primary stage of education; interference by adults (i.e. parents, mothers and teachers) in children's drawings with the intention of improving them; using children's drawings in the primary stage as a guide to teachers of art in the preparatory and secondary stages; text books on art appreciation and history used in the secondary and other educational stages; and illustrations of drawings by children in the primary stage.

The dissertation ends with a list of Arabic and foreign references consulted by the writer as well as an outline in Arabic and English.

5. Al-Huwaili, Yusri 'Abdul Hamid, "Possibilities of Using Practical and Photo Demonstrations in Formulating Paper Models in the Field of Art Education", (Imkaniyyat Al-Istifadah Bil-'Urud Al-Amaliyyah Wal-Dawiyyah Li-Tashkeel Al-Mujassamaat Al-Waragiyyah fi Majal Al-Tarbiyah Al-Fanniyyah), Cairo, Faculty of Art Education, University of Helwan, 1977, 198 pages + 5 pages in English.

-Dissertation submitted to the Faculty of Art Education, University of Helwan, for obtaining the degree of M.A. in Art Education.

This Dissertation consists of five chapters and a number of appendices.

Chapter 1 states the topic under discussions, defines its scope, stresses the need for it and describes the method used in developing it.

The second chapter describes the bases for evaluating educational material through the use of photo and practical demonstrations and explains the modern concept of educational aids, the relation between the teacher and educational technology and the manner in which photos could be made use of in the field of education.

In the third chapter, the writer deals with the plastic formulation of paper pulps and describes the method utilized in his experiment and the manner in which it was carried out.

The dissertation ends with Chapter 5 in which the writer explained the conclusions reached and recommendations put forward dealing with the following subjects: the role of practical demonstrations in surmounting the technical difficulties faced by students in workshops; the utilization of photo equipment in education and the training of instructors on the use of photo display equipment with the aid of light.

A number of appendices, a list of Arabic and foreign reference books consulted by the writer and an outline in Arabic and English are appended to the dissertation.

Curricula
Preparatory Schools

6. Selim, Magda 'Abbas, "The Place of Nature in Art Education Curriculum in the Preparatory Stage in Egypt, along with a Survey of its Teaching Methods", (Al-Tabi'ah fi Manahij Al-Fanniyyah fil-Marhalah Al-I'dadiyyah fi Misr ma'Bahth Turuq Tadrisiha), Cairo, Faculty of Art Education, Helwan University, 1977, 140 pages + 16 pages in English.

Dissertation submitted to the Department of Art Education in the Faculty of Art Education, Helwan University, for obtaining the degree of M.A. in Education.

This dissertation consists of seven chapters.
Chapter 1 introduces the subject at hand, defines it and indicates its scope, assumptions and hypotheses, then shows its importance and explains the method used in elaborating it, making reference to related subjects.

The second chapter explains the concept of nature in art, whether in ancient times or in Islamic and modern ages.

Chapter 3 expounds on the concept of nature in education. While the fourth chapter clarifies the relation between the philosophical and artistic view to nature.

In the fifth chapter, the writer described the questionnaire conducted by her with a view to clarifying the concept of nature in the eyes of art teachers and indicated how the questionnaire was designed and the objectives contemplated therefrom.

The results obtained from the questionnaire were analysed in the sixth chapter.

The dissertation ends with Chapter 7 which contain's the writer's conclusions and recommendations. These deal with the teacher's role in recognizing the pupils' methods of expression, the artistic approach to the study of nature, the pupils' need to go out to nature, the necessity of adopting a renewed method in teaching art, the need for undertaking research work on art education, the teaching of aesthetics in the Faculty of Art Education, the initiation of training sessions for art teachers in preparatory schools, the establishment of an art museum in each school and the studying of art heritage.

Appended to the dissertation are a list of reference books consulted by the writer in Arabic and foreign languages, a summary of the dissertation in both Arabic and English and a list of recommended topics for future research.

Preparatory Schools

7. **Neda, Mohamed Labib Mohamed**, "Creatively-Shaped Raw Material Scraps Made Use of in the Teaching of Art in the Preparatory Stage", (Baqaya Al-Khamaat Wa-Siyaghatuha Ibtikariyyan Wal-Ifadah minha fil-Tarbiyah Al-Fanniyyah Bil-Marhalah Al-I'dadiyyah), Cairo, Faculty of Art Education, Helwan University, 1977. 255pages + 6 in English.

- Dissertation submitted to the Faculty of Art Education, Helwan University for obtaining the degree of M.A. in Art Education.

This dissertation consists of nine chapters.
Chapter 1 serves as an introduction to the topic of its research, indicates its scope, aims, necessity, assumptions, presumptions and method of research, specifies the bodies which may benefit from its conclusions and refers to related subjects.

The second chapter deals with the creative shaping of raw material scraps and leftovers into figures of modern art work. It further reviews some educational applications of the ideas elaborated in the same chapter and indicates the relation between modern art and the period of adolescence and between the teacher and modern art.

The four subsequent chapters deal with the creative shaping of scraps and leftovers of metals, plastic material, paper, straw and bamboo into figures and artistic shapes by the pupils in the preparatory stage. They also explain the educational applications of each such material and the extent of their relation to the quotient of growth.

Chapter 7 deals with matching raw material scraps and leftovers with their respective educational applications and emphasizes the need for applying such method of matching.

The eighth chapter is devoted to a field research. Here, the writer explains the bases for selecting the elements of his experiment as well as its circumstances and potentialities, the steps taken and the experiment's impact on the use of scrap and leftovers in education in general and in art education in preparatory schools in particular.

The dissertation ends with Chapter 9 which reviews the writer's findings and recommendations, being: encouraging art teachers to write books on processing raw material scraps; establishing art libraries in schools; establishing research centres dealing with scraps both at a centralized level and at the level of interested Governorates; consideration of the curricula of art education in preparatory schools and the place of 2- and 3-dimension technical experience in them; emphasizing the role of art education in conducting a vast survey of scrapped material; organizing training and refresher courses for teachers engaged in scrap molding; intensifying the role of art inspectorates and educational aids in providing outlets for the finished art work formed from scrap; establishing art exhibitions in each school; strengthening the relations between various schools and exchanging know-how regarding successful scrap molding experiments; and encouraging stronger ties between the school and the surrounding environment.

A list of Arabic and foreign reference books consulted by the writer is appended to the dissertation together with a summary in Arabic and English.

AZHARI INSTITUTES

8. Faayed, 'Abdul Latif, "Those Leaders of Azhari Institutes, Why Don't They Raise their Voice ?", (Haoulaa Al-Qiyadiyyen Bil-Ma'ahed Al-Azhariyyah, Halla Yaqoulouna Kalimatuhum ?), "Al-Gumhouriyyah" newspaper, 25th year, Issue No. 8747, (December 9, 1977), p.9.

The present conditions of education in the various stages of Azhari education are reviewed in this article, with an explanation of their weak points.

The writer called upon the leaders of Azhari institutes, particularly the new ones, to restore things to their proper condition and correct any irregularity. Relating the different problems encountered and the proposed solutions for them, the writer emphasized in particular the need for reconsidering curricula, examinations and Arabic language which occupies an exalted place in Al-Azhar.

BASIC EDUCATION

9. Embabi, Mohamed, "Nine Years for Compulsory Education", (9 Sanawat Lil-Ta'leem Al-Ijbari), "Akhbar Al-Yom"newspaper, 33rd year, Issue No. 1718, (October 8, 1977), p. 7.

An account is given of the experiment applied as from the academic year 1977/78 whereby compulsory education would be extended to nine years. The number of schools in which the experiment is being carried out and the stage of education involved are also given in this article.

Other subjects dealt with in the article are a general description of the progress of the experiment, an indication of the curricula affected under the new system, the methods of training applied, the objectives sought from this experiment , the type of education offered and the extent to which pupils would benefit from such education in their practical life.

10. 'Atallah, Sobhi, "Integration of Theoretical and Practical Education and the Theory of Basic Education", (Takamul Al-Ta'leem Al-Nazari Wal-'Awali Wa-Nazariyyat Al-Ta'leem Al-Asasi), "Al-Rayed" magazine of teachers, 22nd year, Issue No. 4, (December 1977), pp. 22-23.

Beginning his article, the writer stressed the need for linking theoretical education to practical and applied aspects of life. He then reviewed some of the attempts made to link education to life and to combine the theoretical aspect of knowledge with its practical aspect.

The writer went on to relate some experiments undertaken by the Arab Republic of Egypt in this respect, namely: the advanced elementary school established in 1916, the rural elementary school started since 1942, Al-Manayel School experiment initiated in 1949, the Combined Social Units experiment which began in 1954, the practical preparatory school experiment initiated in 1957 and Nasr City School (or 8-year experimental school) which started in 1970.

Concluding his articl on basic education, the writer explained its concept and major characteristics and related the steps taken by the Ministry of Education for spreading this type of education.

11. Qotb, Yusuf Salahuddin, "Basic Education", (Al-Ta'leem Al-Asasi), "Sahifat Al-Tarbiyah", (Magazine of Education), 30th year, Issue No. 1, (December 1977/ January and February 1978) pp. 3-8.

At the beginning of his article, the writer reviewed the various attempts on the part of the Ministry of Education to develop curricula, particularly in the early stages of education, then explained the developments undergone by curricula in the primary and preparatory stages since 1974.

He then reviewed the work of the expanded committees entrusted with revising curricula of various school subjects and explained the functions of the Coordination and Modernization Committee formed within the Ministry to effect such developments.

The writer further reviewed the vital subjects discussed in the National Council for Education including the development of secondary school curricula (i.e. between the age of 12 and 18) and the improvement of education in primary schools and basic education in the primary and secondary stages.

In conclusion, the writer reviewed the Council's recommendations calling for linking curricula contents with the environmental problems of our modern world from every aspect and also calling for extending compulsory education to include the preparatory stage.

CHEMISTRY
Teaching of

12. Al-Ashwah, Mohamed Mukhtar 'Ali, "Practical Skills Required in Chemistry Teacher", (Al-Maharaat Al-'Awaliyyah Al-Wajib Tawafuruha fi Mu'allim Al-Kimiaa), "Sahifat Al-Tarbiyah", (Magazine of Education), 30th year, Issue No. 1, (December 1977/ January and February 1978), pp. 96-99.

After underlining the role of chemistry in the scientific revolution in which the world of today lives and indicating the importance of practical experiments in chemistry teaching and the importance of all kinds of skills in the teaching of all subjects, particularly chemistry, the writer defined practical skills and enumerated the various skills required in the study of chemistry.

Indicating the practical and mental skills required in a teacher of chemistry, the writer said that mastering such skills on the part of the teacher is necessary for their eventual communication to students.

Concluding his article, the writer related the steps involved in skill lessons and explained how students may be trained to acquire skills.

CHILD CARE

13. A.R.E., National Council for Youth and Sport, Youth Agency, "Study of the Role of Youth Centres in Child Care during the Age Group of 6- 15 Years", (Bahth Dawr Marakiz Al-Shabab fi Ri'ayat Al-Tufulah fi Marhalat Al-Sinn min 6 - 15), Cairo, 1977, 383 pages.

Following an introduction on the importance of giving a great attention to the period of childhood as a stage leading to youth, the study explained the role of youth centres in this respect.

The text of the study is then divided into three parts comprising eleven chapters.

Part 1, consisting of the first five chapters, deals with the theoretical aspect of the study, describes the method of research and reviews the earlier studies conducted in the field of youth, showing the characteristics and trends of growth during the age limit between six and fifteen. A review is also made of childrens organizations and projects and the trend of dealing with children in Egypt.

The second part, which comprises the subsequent four chapters, deals with field research. It explains the method of research, stresses the significance of its outcome and analyses the tables and questionnaires utilized in exploring the views of youth and their leaders.

The study ends with Part 3 which comprises the last two chapters. In this Part, an analysis is made of the results obtained from the field research and a set of recommendations adopted by the writers are given, dealing with athletic, social, artistic and cultural activities and showing how engagement by children in these activities is linked to their active role in organizing such activities.

Other recommendations deal with the introducation of activities which correspond to the children's age and inclinations, the role of supervisors in solving children's problems and in seeking the children's views on the types of activities offered to them and the role of youth centres in providing the human and material possibilities required to help children engage in their activities.

14. "So That a Child May Love His School", (Min Ajl an Yuhibb Al-Tifl Al-Madrasah), "Al-Masaa" newspaper, 21st year, Issue No. 8048, (October 2, 1977), p. 5.

At the beginning of his article, the writer described the feelings experienced by a child when taken to school for the first time, saying that children are so attached to their mothers that their first days in school, away from their mothers, influence their entire relation to this new environment.

The writer went on to say that it is of utmost importance to prepare a child to the day on which he would be going to school. It is the responsibility of the mother and family to take part in such preparation, he said, adding that the mother in particular should prepare her child several months before the day comes in which he is taken to school.

Again, the writer indicated that kindergarten has a role to play in preparing children to move to the primary school. The method of beating or threatening children used by some teachers and mistresses only results in creating a spirit of hatred to school in the child, he added.

Concluding his article, the writer explained how teachers and family members succeed in making the child eager and attached to school and, at the same time, developing in him a sense of self-confidence.

15. Khalil, 'Azzah 'Abdul Hamid, "Development of Children's Abilities Through Use of Garden Woodwork", (Tanmiyat Qudraat Al-Atfaal min Manhutaat Al-Hadayeq), "Sahifat Al-Tarbiyah ", (Magazine of Education), 29th year, Issue No. 4, (October 1977), pp. 70 - 78.

Underlining the importance of playing to children and how handling various objects would develop the child's abilities, the writer said that garden woodwork, which is the field of her specialization, is of particular interest in this respect.

After reviewing the problem at hand and stating her aim, the writer showed how her present study plays an important role in developing child upbringing, not directly but indirectly. She defined the terms used in her research and the presumptions she undertook to prove at the conclusion of her research.

Dealing with the general traits and characteristics of children's growth, the writer studied the motor, mental, psychological and social aspects of development.

Conclusions reached by the writer dealt with the quality of the raw material used, the prerequisites in a kindergarten school garden and the educational and social values which a child acquires from handling genuine woodwork while playing in the garden.

16. Soliman, Hussein, " It is Important to Have Strong Children, But it is More Important to Have them Patriotic", (Muhim an Yakun Al-Tifl Sahihan; Muhim Jiddan an Yakun Qawmiyyan), "October" magazine, 2 nd year, Issue No. 55, (November 13, 1977), pp. 60 - 61.

Dealing with the important problem of childhood, the writer related the efforts exerted by states, governments and political organizations to provide proper care to children and give them a comprehensive and integrative education.

Moving to civics, the writer explained the concept and elements of civics, described the procedure for teaching this subject and pointed to machinery responsible for developing and applying civics programmes for youngsters and youth, i.e. the National Council for Childhood.

After describing the prcedure for applying civics programmes, the writer mentioned the aims and functions of the National Council for Youth and pointed to the services expected therefrom.

17. 'Abdul Azim, Sa'ad, "Our Children are Tomorrow's Men", (Atfaluna Rijal Al-Ghadd), "Al-Massa" newspaper, 22nd year, Issue No. 8118, (December 10, 1977), p. 4.

At the beginning of his article, the writer described how a child expresses his instincts and desires in his first year of age, saying that any repression of such instincts by parents would have its bearing on the child's eventual conduct.

After reviewing the major characteristic traits of a child in subsequent years, the writer explained the home's role in directing them, saying that great caution should be exercised in any attempt to orient the child during this stage, as children are particularly sensitive to such upbringing and their future life is influenced by their upbringing.

The writer went on to explain the characteristic traits of a child upon being sent to school, indicating the school's role in educating him and showing how any repression exercised at home or in school affects his life during adolescence, especially as regards his relation to the other sex, his whole approach to life and his academic aims.

CLASSES OF EDUCATIONAL SERVICES, REGULATIONS THEREOF

18. A.R.E., Legislations, Laws, Regulations ...etc., "Ministerial Resolution No. 192 Of October 20, 1977 in Connection with the General Regulation Governing Classes of Educational Services", Cairo, Minister's Cabinet, Ministry of Education, 1977. 8 stencil pages.

The Resolution promulgating this Regulation consists of three articles.

The first article specifies the regulations, rules and laws which govern work in classes of educational service.

The second article prescribes the procedures to be taken by classes of educational services in order to adopt their conditions to the regulations and rules issued by the General Committee for Service Classes.

Article 3 is concedered with the implementation of the Resolution and determines its effective date.

The Regulation itself consists of fourteen articles, the first of which deals with the opening of service classes.

Article 2 describes the manner in which the General Committee for Educational Service Classes in the various Governorates is constituted. The Committee's functions are set forth in Article 3.

According to the fourth article, service classes are divided into separate units. The article further describes the manner in which such classes are run.

Article 5 describes the procedure to be followed by the Director of Education in each Governorate for authorizing the opening of service classes.

The sixth article defines the attitude taken by governmental schools to ensure that service schools realize their aims.

Sources of revenue of such schools are set forth in Article 7 while Article 8 specifies the items of expenditures.

The ninth article fixes the fees payable by students envolved in service classes in each educational stage and describes the procedure for collecting such fees.

Article 10 explains how the revenues received by educational service classes are to be kept in the respective Governorate.

Rates of remunerations paid to personnel engaged in service classes are fixed in Article 11, while Article 12 lists the cases in which supervisors of such classes may not combine the remunerations they receive from service classes with any other remunerations received for supervising Governmental classes.

19. A.R.E., Legislations, Laws, Regulations... etc., "Circular No. 107 of October 22, 1977 in Connection with Activating Centers of Complementary Studies for Pupils Completing the Primary Stage", Cairo, Cabinet of the First Undersecretary of the Ministry of Education for Primary Education and Teacher Training Colleges, Ministry of Education , 1977, One stencil page.

Following an introduction in which the Circular emphasized the importance of spreading industrial awareness and gaining respect for manual work, it explained the factors contributing towards transforming students completing their primary education into a trained productive manpower.

In this connection, the Circular emphasized the need for directing those engaged in primary education and following up their work. It further stressed the importance of organizing a programme by the Educational Directorates whereby parents, students and to general public get acquainted with the project of developing primary school boys into trained craftsmen.

Emphasis should also be laid upon linking school curricula to communal activities, acquainting studensts with the necessary raw material and tools for each craft and trade and developing their cultural standard.

In conclussion, the Circular emphasized the need for participation by the Governorate's Council and technical and executive bodies in this project.

CURRICULA

20. 'Abdul Mawgoud, Mohamed 'Ezzat, "Fundamentals and Organization of Curriculum", (Asasiyyat Al-Minhaj Wa-Tanzimatuhu), by Mohamed 'Ezzat 'Abdul Mawgoud et al, Cairo, Dar Al-Thaqafah Lil-Tiba'ah Wal-Nashr, 1977, 328 pages.

In their introduction to this book, the authors said that any attempt for training teachers should involve a study of curriculum. They then defined the curriculum, explained its elements and bases and pointed to the factors which influence its building.

The authors then divided the text of their book into eleven chapters.

Chapter 1 deals with the new trends of comprehending the educational process and shows the relation between modern educational philosophy and curriculum.

The second chapter is concerned with the role of culture in curriculum building and reviews the social forces influencing it.

Chapter 3 explains the relation students and growth on the one hand and curriculum on the other.

The fourth chapter deals with educational targets and contents and explains the manner in which the content of curriculum is selected. It, further, explains the criteria for selecting curriculum content and the standard of such curriculum.

Chapter 5 deals with teaching methods and explains the relation between these methods and the elements of curriculum, giving examples of some educational procedures, such as learning by correspondence, programmed education, cut-short or reduced education and similar other new methods of instruction. The Chapter ends with a discussion of the proper methods of education.

Chapter 6 contains a study made of student evaluation systems. It explains the concept, functions and scope of evaluation and the method in which accomplishment tests are built.

The following four chapters deal with the curricula for separate studies, extra-curricular activities, core curriculum and the curriculum of study units.

The eleventh and last chapter deals with the procedure for developing curriculum.

CURRICULA OF BASIC EDUCATION

21. Mehrez, Zeinab, "Projected Curricula for the Stage of Basic (Non-Religious) Education", (Mashrou' bishaan Khuttah Al-Dirasah fi Marhalat Al-Ta'leem Al-Asasi Al-'Aamm (Ghair Al-Dini), Cairo, Agency for Educational Documentation and Information, National Council for Educational Research, 1977, 21 pages plus appendices in mineograph form.

Having explained the reasons justifying a reconsideration of the existing curricula and the prerequisites for laying down curricula for any given stage of education, the document explained the concept and objectives of curricula and reviewed some factors which should be taken into account in any curricula formulated.

The document, further, indicated the requirements for any plan contemplated for basic education in Egypt. It mentioned the sources from which any new plan would be derived and analysed the features of the proposed curricula.

The document also analysed the various trends concerning the number of class hours designed for each subject in the proposed plan and their proportion to the total number of hours in each stage.

Concluding her document, the writer explained the requirements for implementing the proposed plan.

Charts demonstrating the proposed plan for the stage of basic non-religious education are appended to the document.

CIVICS - CURRICULA

22. A.R.E., National Centre for Educational Research, "Developed Curricula of Civics; General and Specific Aims; Curriculum of the Primary and Preparatory Stages and Implementation Requirements", (Al-Manahij Al-Mutawwarah Li-Maddat Al-Qawmiyyah; Al-Ahdaf Al-'Ammah Wal-Khassah Wa-Minhaj Al-Marhalah Al-Ibtidaiyyah Wal-I'dadiyyah Wa-Mutatallibat Al-Tanfeez), Cairo, 1977, 12 stencil pages.

After defining the general aims of civics, the documents explained the specific aims which are contemplated from the teaching of this school subject in the primary and preparatory stages and reviewed the curriculum of civics intended for the fifth and sixth years primary. The document then related the requirements for implementing the curriculum.

Also, after reviewing the curriculum of civics prescribed for the first, second and third years preparatory, the document described the requirements for its application.

The document ended with a list of names of the Committee members entrusted with the task of applying developed civics in the preparatory stage of education.

EDUCATION

Aims Of

23. 'Abd Rabbuh, Mahmoud, "We Want A Human Revolution First!" (Nurid Thawrah Insaniyyah Awwalan!), "Al-Gumhouriyyah" newspaper, 24th year, Issue No. 8680, (October 3, 1977) p. 5.

The writer began his article with a review of the important steps taken by the State to realize the administrative revolution and indicated the extent to which such revolution is needed and the role man plays towards its success and backing.

After reviewing the qualities which a man working for the success of the administrative revolution possesses, the writer explained the role of education, information media and family in the building of the "new man" indicating, in conclusion, the importance of rebuilding the machineries responsible for the development of man, education and information on sound basis, thus ensuring a successful endeavour in building the "new man".

24. Loutfi, Salahuddin Mohamed, "Educating and Educated Society", (Al-Mujtama' Al-Mu'allim Al-Muta'allim), Cairo, National Council for Education, 1977, 15 stencil pages.

- Paper submitted to the Committee on Education Development of the National Council for Education, Scientific Research and Technology.

As a prelude to his paper, the writer made a general social and philosophical review of life in the Egyptian society in all its proportions. He pointed to the inadequacy of the present system of education, the obvious disequilibrium between educational yield and the requirements of the socio-economic development plans and the competition between quantity and quality in the educational process.

The writer went on to analyse some of the principal concepts around which his research revolved, such as the concept of society and development in communal life, the concept of culture (or cultural heritage) and the social systems, institutions and groupings. He also dealt with the policy of isolation as contrasted with the open-door policy, talking as well on the phenomenon of social change.

He proceeded to analyse the concept of a self-educating society and reviewed a set of facts which throw light on the visualized new society. The conditions for realizing this new society, the procedure for its plans and the distribution of roles between the society's various machineries were all described by the writer.

He, further, reviewed the services involved in teaching and education which are to be rendered to all workers in the society, describing the type of work required and calling for the establishment of offices for orientation and guidance and information banks.

Concluding his paper, the writer defined the role of non-governmental machineries and individual initiatives in bringing about this new society.

25. Embabi, Mohamed, "Three Schools in One ", (Thalath Madares fi Madrasah Wahedah), "Akhbar Al-Yom" newspaper, 33 rd year, Issue No. 1720, (October 22, 1977), p. 4.

At the beginning of his article, the writer drew a statistical comparison between the number of schools in Egypt since 1952 and their number today, indicating the rate of increase in their number as compared to the rate of increase in the number of pupils.

Dealing with the 2- semester system observed in primary and some preparatory schools, the writer pointed to the serious harm caused to pupils as a result of this system.

He went on to describe the present status of education in semester schools and the standard they have reached and pointed to the place of both the pupil and the teacher in such schools, explaining how their problems may be solved through their own initiative. In this respect, the writer was guided by the experience of some educational regions and directorates.

EDUCATION AND SOCIETY

26. El-Barad'i, Mohamed Mustafa, "Does Education Have a Role in the Strategy of Fighting Poverty ?", (Hall Lil-Ta'leem Dawr fi Stratijiyyat Mukafahat Al-Faqr), "Al-Ahram" newspaper, 103 rd year, Issue No. 33248, (December 12, 1977), p. 7.

The writer started his article with a review of the plans devised by Egypt to spread basic education, indicating the role of the World Bank in this respect . He also reviewed a report by the Minister of Education and Minister of State for Scientific Research on the role of education and training in the framework of the new strategy aimed at development and poverty fightening.

He then explained the social changes which education has undergone in the Twentieth Century, with a special emphasis laid on the meaning of democracy in education and on the causes of the present crisis of education, thus paving the road to the emergence of the concept of perpetual education.

After indicating the importance of education to the society, the writer showed how the rush for obtaining the right to education has resulted in the widespread phenomenon of unemployment among the educated.

He went on to review the attempts aimed at linking higher and secondary education to work opportunities, saying it is imperative to start with basic education in order to ensure the successful outcome of these attempts. In this connection, he pointed to the importance of basic education to rural development and reviewed the system of education in technical schools, describing the attempts made at linking such education to the society.

Concluding his article, the writer said that education should be directed towards the provision of the people's basic needs, adding that great attention should be given to the strategy, structure and policies of education in order to nsure that the people's basic needs are maintained.

EDUCATION - DEVELOPMENT
EGYPT

27. 'Abdul Rahman, Shukri 'Abbas Helmi, "Trends and Principles in Developing Egyptian Education ", (Ittijahat Wa-Mabadei fi Tatweer Al-Ta'leem Al-Misri), "Sahifat Al-Tarbiyah ", (Magazine of Education), 30th year, Issue No. 1, (December 1977/ January and February 1978), pp. 25 - 42.

Dealing with the basic trends and principles necessary for the development of the educational system in Egypt, the writer talked on the challenges to the system, being: lack of a clear-cut educational philosophy with general and specific aims, increasing popular demand on education, shortage of available financial resources, disparity between educational output and the manpower requirements of national economy and absence of any clear integrative and coordinated plans between regular and irregular education.

The writer went on to show how throwing the doors wide open in the early 1970s before anyone seeking education, particularly in the primary stage has resulted in a lower standard of education. Reviewing the attempts made in the 1970s to emphasize quality education, the writer pointed to two prerequisites in any properly oriented educational framework.

He then explained the basic principles underlying the philosophy and progress of education, stressing the importance of the democratic system of education and advocating perpetual education and linking the entire educational system to the country's economic development plans.

The writer, further, described the trends and principles leading to a comprehensive development of the educational structure, including the administrative and financing aspects, saying that there is a dire need for a broader outlook to education which would involve education of adults in addition to children, instituting parallel education, reconsidering the present educational ladder, giving attention to girl education and creating a new body for technical education.

Concluding his article, the writer showed how his essential ideas elaborated in this article would contribute to the improvement and development of the whole educational structure.

EDUCATION IN A.R.E.

28. Mahmoud, Hafez, "Educational Revolution at Midpassage", (Thawrat Al-Ta'leem fi Muntasaf Al-Tareeq), "Al-Gumhouriyyah" newspaper, 24th year, Issue No. 8680, (October 3, 1977), p. 5.

After reviewing the burdens put on the shoulders of the Ministry of Education, the writer mentioned that the Ministry has adopted some of the ideas advocated by him in previous articles, citing in this respect the establishment of one-class schools, the creation of a unified primary and preparatory school, the vocational school experiment, the branching of the scientific section and the decentralization of general secondary examinations.

Pointing to some vital accomplishments which the Ministry of Education should realize in order to reform and promote education, the writer mentioned the need for modernizing the educational system in old compulsory schools, for division of examinations into stages each stage consisting of a group of subjects in which students are examined, division of the literary section into branches, ridding the educational material in text books of any unnecessary, pedantic or expletive stuff and linking the school society to the social community providing for the students their needs.

29. Tadros, Halim Farid, "Problems of Education Between Professionals and Specialists", (Masaiyl Al-Ta'leem bayna Ahl Al-Ihtiraf Wal-Takhassus), "Al-Gumhouriyyah" newspaper, 24th year, Issue No. 8692, (October 15, 1977), p. 5.

After reviewing the highlights of a previous article entitled " the Revolution of Education at the Middle of the Road" which he published in "Al-Gumhouriyyah" on October 3, 1977, the writer indicated the evils of the new branches introduced in the secondary education saying this would have its bearing on the economic and social development plan. He insisted that secondary education should remain general and no new branches should be initiated, reviewing the factors which help students to excel in university education.

The writer then moved to the system of decentralization devised for the general secondary examinations, saying that this new system would jeopardize the principle of equal opportunities on the basis of which students are distributed over faculties and institutes by the Coordination Office. He added that this system would only result in more expenses and low standard of public examinations.

In conclusion, the writer appealed to the Minister of Education to interfere in the projected division of the scientific section into branches and the decentralization of general secondary examinations.

30. Mahmoud, Hafez, "My Opinion and That of Educational Specialists", (Raayii Wa-Raay Al-Mukhtasseen fil-Ta'leem), "Al-Gumhouriyyah", newspaper, 24th year, Issue No. 8696, (October 19, 1977), p. 5.

After outlining the views contained in a previous article published in "Al-Gumhouriyyah" on October 15, 1977 under the headline "Issues of Education between Professionals and Specialists," the writer commented by saying that in order to solve problems of admission into some faculties, students should begin to specialize as of the secondary stage. Towards this end, the writer advocated dividing the literary section of secondary education into branches so that humanities could catch up with life's practical requirements.

To substantiate his views, the writer cited quotations from a report by the National Council of Education, emphasizing, in conclusion, the importance of diversification in the general secondary examination and showing how such diversification relates to the literary branches he calls for.

31. Qamha, Nagui, "Educational Revolution Should Precede the Administrative Revolution; In Five Years' Time, We Shall Solve Egypt's Problems", (Al-Thawrah Al-Tarbawiyyah Qabl Al-Thawrah Al-Idariyyah; Fi Khams Sanawat Nahull Mashakil Misr), "Al-Gumhouriyyah" newspaper, 25th year, Issue No. 8768, (December 30, 1977), p. 7.

This article shows how an Egyptian scholar, whose name is put forward as candidate for Nobel Prize, views the crisis of youth and the problems of man in Egypt. He pronounces his opinion on the role of education in finding solutions for Egypt's problems and advances solutions in the form of proposals aimed at initiating a dialogue with young men, stressing in this respect the services they are anticipated to perform.

The scholar called for a re-consideration of the bases of education as being a corner stone in the building of man throughout his stages of growth in our Arab World.

After pointing out some wrong methods of education in the policy presently pursued, the scholar advanced his own views on the reforms needed to straighten up this policy, indicating the manner in which the contemplated reforms may be effected.

He, further, emphasized the need for qualified workers, on the one hand and for inducing university students to adopt some occupation while studying in the university, on the other.

Concluding his views, the scholar called for a mobilization of youth in order to insure their wholehearted participation in solving the problems of Egypt.

EDUCATIONAL ADMINISTRATION

32. Salem, Lotfi, "Administrative Revolution in the Sector of Education", (Al-Thawrah Al-Idariyyah fi Qita' Al-Ta'leem), "Al-Gumhouriyyah" newspaper, 25th year, Issue No. 8767, (December 29, 1977), p. 9.

In advancing certain suggestions in this article, the writer is aiming at reaching a high level of education, reflecting the symptoms of technology and planning, through developing the existing system of education.

These suggestions called for a decentralization of education with its ensuring impact on the development of the educational systems, curricula, plans, text books, laboratories and educational aids, without, at the same time, overlooking the needs of the local environment.

Other suggestions relate to moral incentives, promotions, school buildings and personal efforts.

Lastly, the writer dealt with supplies, stores and the Central Agency for Text Books and Educational Aids.

33. Qerjani, 'Abdul 'Azim 'Abdul Salam 'Abdullah, "Educational Aids Conducive to the Attainment of The Aims of Art Education in the General Preparatory Stage", (Al-Wasaiyl Al-Ta'leemiyyah allati Tuhaqqiq Ahdaf Al-Tarbiyah Al-Fanniyyah Fil-Marhalah Al-I'dadiyyah Al-'Aammah), Cairo, Faculty of Art Education, Helwan University, 1977, 268 pages + 3 pages in English.

- Dissertation submitted to the Faculty of Art Education, Helwan University for obtaining the degree of M.A. in Art Education.

The significance of this research is underlined in the first of the six chapters comprising this dissertation, where the writer also states the problem at hand, defines its objectives and scope and sets forth his presumptions and the method he used in developing his subject.

Chapter 2 defines the objectives of art education in the preparatory stage, indicates the need for developing artistic taste and creativeness, shows the significance of art education in developing sensory perceptions and calls for integrative objectives in the preparatory stage of education.

The third chapter, dealing with the role of planning in meeting educational situations, indicates the bases for establishing such situations.

In Chapter 4, a review is made of the manner in which educational facilities are selected and used, giving a description of such facilities and indicating the principles adopted by the writer in selecting the facilities used in his experiment. These facilities were also described.

The fifth chapter gives an explanation of the method adopted for experimenting on the selected educational aids and describes to questionnaire used. It shows the writer's own evaluation of the sample girl students and reports the views of experts and girl students on the aids used.

The writer's findings and recommendations are set forth in Chapter 6, where the writer indicates the extent to which educational aids available in the school environment could be fruitfully made use of.

Other recommendations deal with the manner in which benefit could be made of natural samples and in which teachers of art could exercise some care in selecting educational aids. The writer also dealt with research work on the educational aids used in art education, cinema displays in preparatory education and the need for appointing a competent officer in each preparatory school to handle educational aids.

To the dissertation is appended a bibliographical list of Arabic and foreign references consulted by the writer as well as a summary of the research in Arabic and English.

EDUCATIONAL CONFERENCES

34. Hussein, Mansur, "The Thirty Sixth International Conference on Education; The Principal Trends of Education as they Relate to Development Plans", (Hawla Al-Mu'tamar Al-Dawli Al-Sadis Wal-Thalatheen Lil-Tarbiyah; Al-Ittijahat Al-Raiysiyyah Lil-Tarbiyah Wa-'Ilaqatrha Bil-Tanmiyah), "Sahifat Al-Maktabah", (Library Magazine), 29th year, Issue No. 3, (October 1977), pp. 5 - 11 .

The recommendations adopted by the Thirty Sixth International Conference on Education on the principal trends of education and how they relate to economic development are reviewed in this article.

These recommendations fall into three categories: recommendations dealing with educational reforms and the procedure for their evaluation, recommendations on the inter-relationship between educational institutions and the society and recommendations on education's international proportions.

After indicating how these recommendations contribute towards the development of the educational process in the interest of attaining the aims of economic development, the writer reviewed the steps taken by Egypt to put these recommendations into effect.

35. Mahrous, Rif'aat, "Professors of the U.S. Colorado University Attend a Symposium on Education in Egypt", (Asatizat Jami'at Kolorado Al-Amrikiyyah Yahdurun Halqah Dirasiyyah 'an Al-Ta'leem fi Misr), "Al-Akhbar" newspaper, 26th year, Issue No 7962, (December 22, 1977), p. 7

This article deals with the symposium on education and economic development in Egypt organized for the professors of the U.S. Colorado University by 'Ain Shams University between December 21 1977 and January 18, 1978.

The writer explained the object of such symposium and the educational data presented in it on Egypt's history, culture and endeavours for developing education and bringing about an overall economic development.

A review is made of the symposium's agenda, committees, subjects tabled for discussion in these committees and the ideas expounded by the American participants on the development of educational spheres along the lines followed in the United States. On its part, the Egyptian participants presented their views on the contemplated over-all development of Egypt in all fields of life

EDUCATIONAL EXPERIMENTATION

36. Badr, Ahmed 'Abdul Latif, "Growth of the Student's Professorial Ability", (Numuw Ustaziyyat Al-Talib), "Al-Rayed", magazine of Teachers, 22nd year, Issue No. 4, (December 1977), pp. 10 - 11 .

Having explained the shortcomings of the educational system of performance where only quantity counts, and no consideration is given to depth, the writer related an experiment which he copied from his own professor while he was still in school, and applied it in practical life when he graduated.

Explaining his experiment, he said that as teacher in a secondary school, he asked his pupils to write an evaluation of their teacher as to the degree of his knowledge and the method of its presentation. He then criticized some aspects method of its presentation. He then criticized some aspects of the experiment saying that it, nevertheless, was beneficial in judging the quality of the student, adding weight to his personality and enabling him to express himself freely.

The writer then showed the teacher's role in developing this type of experiment and implanting it in the pupils' souls.

EDUCATIONAL MISSIONS AND SCHOLARSHIPS

37. Matar, Hassan 'Aziz, "Why Don't We Release the Scholars Selected since May?", (Limaza la Nufrij 'an Al-Ba'thaat allati Taqarrarat fi Mayo?), "Al-Gumhouriyyah" newspaper, 24th year, Issue No. 8715, (November 7, 1977), p. 5.

Talking on the difficulties encountered by Egyptian scholars who are working on time Ph. D. degrees in the United States and England, the writer said that these difficulties are the direct result of their failure to qualify in English prior to their dispatch on scholarship, with the net result that they lay behind their colleagues.

Commenting on the obstacles to success in the English language, the writer said that emphasis in Egyptian universities has been laid on teaching so many courses in Arabic that students came out with a very weak standard in English. Emphasis should be given to language teaching in all stages of education, he added.

As for the present problem faced by Egyptian scholars studying abroad, the writer said that the only way out is to study the foreign language amidst its own people. In this connection, he cited the example of Egyptian scholars in Japan, freece and the Soviet Union who succeeded in mastering their respective language through living in these countries.

38. Mahrous, Rif'aat, "First University Centre for Childhood Studies", (Awwal Markaz Jami'i Li-Dirasaat Al-Tufulah), "Al-Akhbar"newspaper, 26th year, Issue No. 8795, (October 5, 1977), p. 7.

After explaining the justifications for the establishment of a Center for Childhood Studies in Egypt, the writer reviewed its aims and functions and described the facilities attached thereto, such as the nursery, kindergarten, psychological clinic and closed TV circuit all of which are put in the service of the natives in the locality.

The writer reported that the Ministry of Education required the Center to open model classes for mentally retarded students and gave a description of the therapentical methods applied to these students.

Other sections annexed to the Center include a model unit for developing specialized audio-visual aids.

Concluding his article, the writer described the various diplomas granted by the Center to holders of B.A., B.Sc. and B.A. in Education as to graduates of the Department of Childhood Studies of the Faculty of Girls, 'Ain Shams University.

39. A.R.E., National Council for Youth and Sports, Youth Machinery, "Opinion of Youth on the Programmes of Youth Centers and Clubs", (Raay Al-Shabab fi Baramij Al-Marakez Wal-Andiyah), Cairo, 1977, 236 pages.

Following an introduction on the importance of seeking the opinion of youth on the programmes offered to them and an indication of the aims sought from undertaking this research, the study expounded its subjects in four parts subdivided into ten chapters.

Part 1, which comprises the first three chapters, consists of the theoretical framework of the study. It indicates the vital importance of youth to the society, the psychological factors which formulate the trends of youth, the basic requirements for social growth from childhood to youth and the social institutions and ogencies which take interest in developing the energy of youth.

The second part, consisting of the three following chapters, is the study's practical side. It describes the exploratory research undertaken and states its aims, hypotheses and vital need. It describes, further, the experimental research carried out, defining the sample and tools used and the statistical method adopted.

Part 3 consists of two chapters and reviews and analyses the data compiled.

In part 4, which comprises the last two chapters, an interpretation is given of the conclusions and recommendations reached by the researchers on the following subjects: admission of young peasants in youth centres and clubs; preparation of an overall programme for fighting illiteracy among housewives; providing youth centres and clubs with an adequate number of social workers; preparation of a cultural programme for youth; initiating projects with potential productive yield; and spreading religious awareness among youth.

EDUCATIONAL PLANNING

40. El-Shaal, Mahmoud El-Nabawi, "Planning for the Teaching Process", (Al-Takhteet Li-'Amaliyyat Al-Tadrees), "Sahifat Al-Tarbiyah", (Magazine of Education), 29th year, Issue No. 4, (October 1977), pp. 8 - 13 .

This article deals with planning, its aims, elements ensuring its success and objectives sought. It also deals with the characteristics of a good teacher whose training is the major concern of planning. The task of such teacher is also described in the article.

Likewise, the writer dealt with the pupil, being the principal object of the educational process, saying that pupils should be armed with sound knowledge and information. Educational aids are instrumental in bringing ideas within the reach of pupils. These aids are described in detail.

Concluding his article, the writer dealt with evaluation as a corrective measure, showing how it may be applied to the educational process along the lines of the most uptodate educational methods.

41. Hussein, Mansur, "A Glance to the Future", (Nazrah ila Al-Mustaqbal), "Al-Rayed", magazine of teachers, 22nd year, Issue No. 4, (December 1977), pp. 4 - 5 .

Having pointed out the vital elements entering into the framework of a strategy for an overall civilization and how this would reflect on all types and levels of education, the writer explained what an educational plan for the future should entail.

In this respect he dealt with the need for spreading basic education, linking those who are deprived of education to the sources of education, culture and training, stepping up the number of graduates from faculties of education and men and women teacher training colleges, backing technical and vocational education, providing more diversification in the formula of education, consolidating universities and diversifying studies offered in their faculties, providing continuous education and perpetual educational accomplishment and boosting expenditure on scientific and technological research.

Concluding his article, the writer explained the means whereby education could be so developed as to serve the purposes of the country's economic and social development.

42. A.R.E., National Council for Education, Scientific Research and Technology, General Education and Training Committee, "Study of and Commentary on the 5 - Year (1978/82) Plan for Education, Scientific Research, Training and Manpower Planning", (Dirasah Wa-Ta'qeeb 'ala Al-Khuttah Al-Khamsiyyah fil-Ta'leem Wal-Bahth Al-'Ilmi Wal-Tadreeb Wa-Takhteet Al-Quwa Al-'Aamilah, 1978/1982), Cairo, 1977, 21 stencil pages.

As an introduction to this study, a description is made of the activities and achievements of a sub-committee comprising some members of the General Education and Training Committee of the National Council for Education, Scientific Research and Technology. It reviewed the manner in which the sub-committee studied the 5-Year Plan, mentioning some general observations on the Plan's objectives and obstacles hindering their realization.

The study then commented on the Plan's step-by-step objectives, being full obsorption of pupils in schools, expansion of admission in the preparatory stage, secondary and similar levels of education, intensive training on a number of vocations, text books, school buildings, special education, eradication of illiteracy and school teachers.

Other subjects dealt with in this study include educational investments, with an indication of the manner in which such investments contribute towards the realization of the contemplated targets. The rewards made by the sub-committee on such targets are outlined.

In conclusion, the study dealt with some outstanding issues which were not covered by the Plan, such as pre-compulsory age, decentralization of education, short and long term training scholarships for teaching bodies and methods of evaluating pupils.

EDUCATIONAL PSYCHOLOGY

43. As'ad, Yusuf Mikhail, "The Strong Personality ", (Al-Shakhsiyyah Al-Qawiyyah), Cairo, Ghareeb Bookshop, 1977, 271 pages.

Following an introduction on the importance of this book in defining the elements and qualities of a strong personality and the reasons which prompted the author to write this book, the text was spread out in six chapters.

Chapter 1 deals with the bodily, psychological, social, moral, mental and linguistic features of a strong personality in contrast to a weak personality whose features are described in Chapter 2.

The third chapter is concerned with the factors which contribute towards the development of a strong personality, concentrating on the importance of psychological and social integration, the power to influence and being influenced by people and the perpetual development of personality through a creative process of competition.

Factors resulting in a weak personality are mentioned in Chapter 4 which include bodily features, inability to realize social adjustment, bad habits, fear, anxiety and introversion.

Traits for judging a strong personality are related in Chapter 5. The book ends with Chapter 6 which indicates the method for maintaining a strong personality. It shows, as well, the importance of physical education on the development of a live personality. It explained why sports awareness is absent and why sports are neglected by children and youth saying that the blame falls on the overcrowdedness of schools, the small area of yards, the inadequacy of sports equipment and the relatively small number of clubs which charge high subscription rates. All these, he added, result in a lack of interest in physical education on the part of children and youngsters.

44. Sayyed, 'Abdul Halim Mahmoud, "Creativeness and Personality; A Psychological Study ", (Al-Ibdaa' Wal-Shakhsiyyah; Dirasah Saykolojiyyah), 2nd edition, Cairo, Dar Al-Ma'aref, 1977, 422 pages (Published by the Society of Integrative Psychology).

Introducing his book, the writer emphasized its importance in throwing light on some points of fertility and richness in temperament traits and their relation to creative abilities.

Moving to his topic which he elaborated in five parts consisting of a number of chapters, the writer gave a preliminary review of his topic in Part 1, explaining the justifications for undertaking this research and showing the psychological basis for the traits. He also presented an introduction to studies on creative thinking.

Part 2 deals with the major field of interest in creativeness, including social competition, the creative process, the meaning of creative production and creative abilities.

In Part 3, a review is made of earlier research conducted on the relation between creative abilities and temperament characteristics or traits.

The topic under discussion is elaborated at length in the fourth part. Here, the writer described his method of research, his procedure and the statistical method he adopted in analysing the data at hand.

In the fifth and last chapter, the writer reviewed his findings which he subjected to the method of statistical analysis and, having thus put them in their proper perspective, moved to discuss them.

The book ended with a list of Arabic and foreign references consulted by the author together with a glossary of the terms used in his study.

45. Abu Hatab, Fuad, (Editor), "Studies on the Standardization of Psychological Tests", (Buhuth fi Taqueen Al-Ikhtibaraat Al-Nafsiyyah), Vol. I, Cairo, The Anglo-Egyptian Bookshop, 1977, 410 pages.

Eight studies prepared by a group of researchers in the field of standardization of psychological tests are contained in this book.

These studies deal with the following subjects: standardization of Turmi's Creative Thinking Tests; forecast value of admission tests for musical education; standardization of Gordon's feature profile test as applied to the Saudi environment; Standardization of Gordon's personal audit as applied to the Saudi environment; construction of a questionnaire on schooling problems of pupils in the secondary stage of education in Egypt; standardization of progressive matrices test as applied to the Saudi environment; standardization of draw-a-man test as applied to the Saudi environment; and Egyptian criteria for the association of words test.

EDUCATIONAL SYSTEMS
THE ONE-CLASS SCHOOL

46. A.R.E., The Presidency, National Council for Education, Scientific Research and Technology, "Report on the One- or Two-Class School Experiment at the End of its Second Year in 1976/77", (Taqreer 'an Al- Madrasah zat al-Fasl Al-Wahed fi Nihayat Al-'Aam Al-Thani Lil-Tajrubah 1976/77), Cairo, 1977, 21 pages + supplements.

Recommendations adopted by the National Council for Education, Scientific Research and Technology for the establishment of one- or two-class schools and for the preparation of a guide to these schools by the Council's Sub-Committee on Literacy and Adult Education are reviewed in the introduction to this Report.

Subjects discussed in the Report include the plans laid down and the priorities defined for the establishment of this type of schools and the method of teaching applied in them.

A review is also made of the Ministry of Education's report on following up this experiment in 1975/76 and 1976/77, on the plans laid down for implementation, the Governorates in which this type of education was initiated, the quality, age and distribution of students and the methods of teaching utilized.

The Report further dealt with the quality of teachers or other personnel in charge of teaching in these schools, the curricula and the text books in use. It also dealt with supervision and inspection, explaining the functions of the Section Head, The Section Inspector and the school headmaster and enumerating the problems encountered in the course of supervision and inspection.

A review is, likewise, made of the Ministry's report on the training sessions which the Ministry organized for the leaders in charge of this type of schools, as well as the recommendations adopted in these sessions.

Dealing with training in the local provinces, the Report reviewed the efforts exerted in this respect by the Governorates of Menufiyah, Beheirah, Ismailia, Fayyum and Marsa Matrouh in order to train the personnel of these schools.

The document ended with a review of the recommendations which the Council's Sub-Committee on Literacy and Adult Education adopted on the basis of the Ministry's report.

Supplements appended to the Report review the present status of education in 1976/77 in each Governorate, the status in the one- and two-class schools in the same year, the number and distribution of pupils according to age groups and the number and quality of teachers engaged in this type of schools.

EDUCATIONAL TELEVISION

47. A.R.E., Legislations, Laws, Regulations ...etc., "Cirrcular No. 119 of November 16, 1977 in Connection with the Educational Television Programmes", Cairo, Office of the Undersecretary for Preparatory and Secondary Education. Ministry of Education, 1977, 1 page.

After mentioning the date on which TV educational programmes for secondary schools for the academic year 1977/78 begin, the Circular specified the length of such programmes, the scheduale set for telecasting each subject in the morning interval and the time allotted for the repetition of such programmes. The Circular explained the justifications for choosing the hours of telecasting such programmes and the aims sought from their repetition.

The Circular further explained how secondary school headmasters and principals may ensure that students benefit from these programmes.

In conclusion, the Circular explained the necessity of re-arranging class schedules so as to accommodate TV educational programmes.

48. Kamal, Mohamed Mohamed, "Educational Television; Home vs. School", (Al-Television Al-Ta'leemi bayn Al-Bait Wal-Madrasah), "Al-Rayed", magazine of teachers, 22nd year, Issue No. 4, (December 1977), p. 38 .

Following a review of the criticism directed against programmes of educational television telecast in the morning and evening intervals, the writer explained the aims of each programme and indicated the justifications for telecasting each programme at either interval.

The writer went on to describe the stages through which each programme passes in order to ensure the soundness and accuracy of their scientific material and their conformity with the trends of education.

Concluding his article, the writer explained the differences between morning and evening programmes and the extent to which the one is linked to the other.

49. A.R.E., Ministry of Education, Directorate-General for Adult Education, "Pilot Projects and Experiments", (Mashrou'aat Wa-Tajarib Raiydah), Cairo, 1977, 26 pages.

- Document prepared on the occasion of World Literacy Day on September 8, 1977 .

As an introductory note, the document hailed the international efforts exerted for combating the problem of illiteracy and described the role of the UNESCO and the Arab Machinery for Fighting Illiteracy and Adult Education in this connection.

The document then reviewed some pilot experiments undertaken in Egypt to wipe out illiteracy, specifically the selective and experimental project for fighting illiteracy and adult education at the Hawamdiyyah Factories for Sugar and Distillation , the experimental project for fighting functional illiteracy at the Spinning and Weaving Factories of Mehalla Kubra, the mobilization of youth in fighting illiteracy during summer holidays, the literacy campaign organised among the employees of the governmental and public sectors in the Governorate of Beheira and the experiment of linking wage to Governorate of Fayyum.

EXAMINATIONS

Commercial Schools

50. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 256 Dated December 27, 1977 Laying Down Rules and Control Measures for Annual and Final Examinations in Commercial Secondary Schools, Purchasing and Warehouse Majors, (3-Year System),", Cairo, Minister's Cabinet, Ministry of Education, 1977, 8 stencil pages.

This Resolution consists of two articles and seven appended tables.

Article 1 makes reference to the appended tables which prescribe the maximum and minimum grades, the time allotted for examinations and the manner in which grades are distributed over general information subjects and technical and related subjects in each year of study whether in final examinations or in diploma examinations.

The second article provides for the Resolutions publication in the Official Gazette and fixes the date for its coming into force.

51. A.R.E., Legislations, Laws, Regulations. ..etc., "Ministerial Resolution No. 255 dated December 27, 1977 in Connection with the Organization and Control of Annual and Final Examinations in Commercial Secondary Schools, Commercial Insurance Major, (3- Year System)", Cairo, Minister's Cabinet, Ministry of Education, 1977, 9 stencil pages .

This Resolution consists of two articles and eight tables.

Article 1 makes reference to the attached tables and indicates the manner in which they are utilized. These tables indicate the maximum and minimum grades obtained in examinations and how they are distributed among the various subjects, the examination time allotted for each subject whether in the final or in public examinations. These subjects include general culture, technical and ancillary subjects and behavioural subjects which are taught to every class.

The second article deals with the implementation of the Resolution and its publication in the Official Gazette.

52. A.R.E., Legislations, Laws, Regulations ...etc., "Ministerial Resolution No. 241 of December 15, 1977 Regulating Supervision over Public Examinations of Technical Education (Commercial, Industrial and Agricultural), Cairo, Minister's Cabinet, Ministry of Education, 1977, 2 stencil pages .

This Resolution falls into eight articles.

According to Article 1, the Undersecretary of the Ministry of Education for Technical Education is named General Supervisor for technical education's public examinations.

The second article specifies the various sectors to which the Republic is divided at the time of conducting public examinations for technical school diplomas (3 - year system).

Article 3 refers to the resolutions and instructions applicable to diploma examinations of complementary studies and technical schools (5 - year system).

The fourth article deals with the characteristics to be taken into account at the time of appointing Examination Chiefs and Supervisors for the Committees of Discipline and Control in each respective sector.

Article 5 defines the resolutions to be observed in constituting Discipline, Control and Administrative Committees in each sector.

The sixth article indicates the manner in which the Central Administrative Committee for Technical Public Examinations is formed.

Under Article 7, the resolution governing payment of remunerations to members of the Committees mentioned above is specified.

The eighth and last article is concerned with the implementation and effective date of the Resolution .

53. 'Ezzeddine, Yusuf, "Decentralization in Technical Diploma Examinations", (Al-Lamarkaziyyah fi Imtihanaat Al-Diplomaat Al-Fanniyyah", "Al-Gumhouriyyah" newspaper, 25th year, Issue No. 8755, (December 17, 1977), p. 6.

Reviewing a report discussed by the Undersecretaries Council of the Ministry of Education on the adoption of the principle of decentralization as regards the technical diploma examinations, the writer explained the reasons for dividing the commercial secondary examinations into four sectors and showed the advantages of this system and the problems it would solve.

The writer also reviewed the report's contents on dividing agricultural and industrial secondary diplomas into two sectors each, explaining the advantages involved in the adoption of this system.

54. 'Ezzeddine, Yusuf, "Conditions for Entering Technical Diploma Examinations", (Shurut Dukhul Imtihanaat Al-Diplomaat Al-Fanniyyah), "Al-Gumhouriyyah" newspaper, 25th year, Issue No. 8769, (December 31, 1977), p. 6.

This article deals with the rules and conditions for sitting for the technical diploma examinations (in agriculture, industry and commerce) and the categories permitted under these rules and conditions to sit for the examinations. These categories include students in the final years who are sitting for the examination for the first time, students who, having failed in the examination, are repeaters, students who have been dismissed from their respective institutes after completing the number of years under the 3- year system and labourers actually engaged in production fields.

The writer indicated the conditions For entering each exame, the percentage of attendance required in each student and the subjects in which each category would be examined.

EXPERIMENTAL SCHOOLS

55. Gohar, Salahuddin, "Faculties of Education are in Need of Experimental Schools", (Kulliyyaat Al-Tarbiyah Bi-Hajah ila Madares Tajribiyyah), "Sahifat Al-Maktabah", (Library Magazine), 29th year, Issue No. 3, (October 1977), pp. 18 - 24 .

Pointing out the importance of experimental schools to faculties of education, the writer said that their absence has resulted in lowering the standard of performance of practical education students in faculties of education.

Introducing the sample selected for his survey (consisting of a group of practical training supervisors assisting in faculties of Education in Cairo Governorate), the writer indicated their number, majors and the number of those who responded to the questionnaire.

After reviewing the points contained in the questionnaire, he mentioned the results obtained from his survey and related the important suggestions and recommendations made by the sample members with a view to raising the standard of practical education.

The writer called for some coordination between the faculties of education at the time of distributing new students among them and coordination between supervisors of practical education and faculties of education. He suggested that sample copies of text books used in schools should be deposited with the libraries of faculties of education. His main recommendation is to annex to each faculty of education a secondary and preparatory school for experimental purposes so that students in these faculties could have practical training on education in an atmosphhre possessing all requirements for success.

56. A.R.E., Legistlations, Laws, Regulations ...etc., "Ministerial Resolution No. 200 of October 27, 1977 in Connection with the Establishment of El-Sadat Commercial Technical Experimental School in Port Said, Cairo, Minster's Cabinet, Ministry of Education, 1977, 3 stencil pages.

This Resolution consists of nine articles, the first two of which decree the establishment of El Sadat Experimental Commercial Technical School in collaboration with the French Government, specify its name and determine its location.

Article 3 enumerates the officials responsible for drawing up the school's curricula, syllabus and rules governing the training and evaluation of pupils.

The fourth aricle lists the courses to be taught in French and those taught in Arabic in the fourth and fifth years of study. It also allows teaching some courses in French to pupils in the first three years.

Article 5 elaborates the aims of the school, the certificates granted to its graduates and the system of study adopted by it.

The sixth article sets forth the procedure for admission.

Article 7 determines the powers of the Undersecretary of the Ministry of Education for Technical Education in defining the functions of the French expert, constituting a Board for the school and determining the powers exercised by such Board.

Article 8 describes the action to be taken where no specific provision is made in this Resolution, while the ninth and last article provides for the Resolution's publication in the Official Gazette and its eventual implementation.

57. El-Shaikh, Rabi', "An Egyptian University Unique in its Type", (Jami'ah Misriyyah Faridah fi Naw'iha), "Akhbar Al-Yom",newspaper, 33rd year , Issue No. 1720, (October 22, 1977), p. 4.

This article is devoted to Helwan University of Technology, which is the only university of its kind in Egypt where students receive continuous training throughout the duration of study, with the natural consequence that companies and industrial enterprises complete in employing its graduates.

As a prelude to his article, the writer mentioned some statistical data about the number of faculties and students in the university. He went on to review the practical fields offered by the university and the enormous possibilities, equipment and instruments the University puts at the disposal of its students. Among the problems faced by the University, the writer mentioned in particular the crowdedness of laboratories when practical experiments are undertaken.

Facts of modernism in the University's curricula are demonstrated in the studies it offers in business administration, computer, languages and modern mathematics, the writer said.

An idea of the standard of the University's graduates and faculty and their fields of specialization was given by the writer.

Talking on the University of Helwan's future in the next ten years, now that its foundations have actually been laid, the writer enumerated the faculties contemplated as well as the students dormitory, teachers' living quarters and amenities and sources of financing.

58. El-Sebaei, Labib, "The Institute of Cooperative Studies and the Open Door Policy; A University Issue", (Ma'had Al-Ta'awun Wa-Siyasat Al-Bab Al-Maftuh; Qadiyyah Jami'iyyah), "Al-Ahram Al-Iqtisadi" magazine , Issue No. 533, (November 1, 1977), pp. 30 - 31.

After mentioning the measures taken by the Institute of Cooperative Studies for admitting employees of various governmental sectors as recepients of local scholarships, the writer interviewed the Institutes Dean on the developments undergone by the study in the Institute since 1961, saying that the years of study have been increased from one to four.

Relating the problems faced by the Institute, the Dean mentioned the inadequacy of buildings, adding that the necessary measures have been taken to permit the Institute's graduates to follow post-graduate studies in some faculties which he named.

According to the Dean, the Institutes policy of education is an integrative one. Welfare care is extended to students, particularly gifted ones and sons and brothers of war martyrs.

In conclusion, the writer quoted the Deputy Prime Minister's statement on the steps taken by the Government to establish a university for cooperative studies.

59. Kashef, As'ad, "Suez Canal University; A Starting Point for the Rehabilitation of Sinai", (Jami'at Al-Qanah; Nuqtat Intilaq Li-Ta'leem Sinai), "Al-Gumhouriyyah" newspaper, 24th year, Issue No. 8715, (November 7, 1977), p. 5 .

After stressing the importance of the Sues Canal University to the Governorates of the Suez Canal and Sinai, the writer explained its anticipated role in bringing about prosperity to the region and in carrying out the rehabilitation programmes for Sinai and Suez Canal cities. Here, the writer concentrated on Sinai's need for scores of engineers and geologists and hundreds of teachers to insure its development.

The writer went on to say that students from Sinai, who would eventually graduate from the Suez Canal University, should be requisitioned to work in Sinai. Likewise, graduates from Port Said, Ismailia and Suez should be drafted to work in their respective Governorates. Towards the realization of this objective, the writer called for coordination between the Canal Governorates and Sinai, mentioning how such coordination could be worked out.

Concluding his article, the writer said that natives of the Canal and Sinai Governorates who are holders of Ph.D. should collaborate in the advancement and development of this new University and in filling any gap or shortage in its faculty.

60. El-Sebaei, Labib, "Independence of Universities Within Measures of Control; A University Issue", (Istiqlal Al-Jami'aat fi Zill Al-Riqabah; Qadiyyah Jami'iyyah), "Al-Ahram Al-Iqtisadi " magazine, Issue No. 534, (November 15, 1977), pp. 44 - 45 + 65.

The writer began his article saying that the existing Law of Universities and its Implementing Regulation should be so amended as to assert the principle of university independence.

In an interview on university independence, the President of Assuit University said that the basic features of independence should include cultural, academic, administrative and financial aspects. The President went on to describe the basic requirements for each aspect of university independence, showing how universities would realize and preserve such independence.

The Minister of Education, also interviewed on universities, underlined that their independence would assert for each university a separate personality and identity. He added that the various Committees of the Supreme Council of Universities should assist in formulating the features of each sector of university education.

Concluding his article, the writer said that once universities obtain their independence, it would be the responsibility of each of their respecitve machineries to exercise control over universities and their activities without prejudicing their independence.

61. Haggag, 'Abdul Fattah, "The University and the Society", (Al-Jami'ah Wal-Mujtama'), "Sahifat Al-Tarbiyah", (Magazine of Education). 30th year, Issue No. 1, (December 1977/ January and February 1978), pp. 73 - 89 .

After explaining the concept of a university and reviewing the developments it had gone through, the writer indicated the aims sought by the university. Then he drew a comparison between universities in developing and developed countries and in socialist and capitalist societies.

Dealing with the characteristics of a modern society, the writer described its various traits such as rapid change, technological development, functional character, planning policies and popular outlook.

After enumerating the tasks of the university, the writer described its role in modernizing the society and showed its attitude vis-a-vis democracy, economic development and scientific research.

Ending his article, the writer reviewed the broadlines whereby university education could revise its aims, systems and relations with the regime and other institutions.

62. Dunia, Hamed, "Al-Azhar Challenges Time", (Al-Azhar Yatahadda Al-Zaman), "October" magazine, 2nd year, Issue No 54, (November 6, 1977), pp. 24 - 26.

A historical review of education in Al-Azhar and the laws governing this type of education eversince Al-Azhar was founded one thousand years ago and until it became a full-fledged university is given in this article. The writer also reviewed the various stages through which education in Al-Azhar passed, since the days its courses were confined to religious interpretation (tafseer), Quraanic recitals, literature and rhetoric and until other subjects were introduced such as logic, arithmatic, algebra, geometry and astronomy. He described as well the methods of teaching as applied by instructors in each stage of education.

Talking on the eras in which Al-Azhar's academic, political and religious position was sublime, the writer indicated how political developments had their bearing on this type of education.

The writer went on to describe the liberal method of teaching which Al-Azhar enjoyed, dealing in this respect with the teach-student relationship, the conditions and limitations to which was subjected any applicant for teaching in Al-Azhar and the methods whereby the ability and competence of instructors were measured.

Concluding his article, the writer reviewed the various laws governing education, arranged in chronological order and explained the stipulations, advantages and disadvantages of each law. He did not fail to advance some suggestions aimed at improving the present conditions of Azhari education, showing how these suggestions would accrue to the benefit of everybody, including the people of Al-Azhar and the religious education itself.

Curricula

63. Tewfik, Samir, "Futurism , a Science to be Included in the Curricula of Universities", ('Ilm Al-Mustaqbal dimn Al-Manahij Al-Dirasiyyah Lil-Jami'aat), "Al-Akhbar" newspaper, 26th year, No. 8795, (October 5, 1977), p. 7.

This article deals with a recommendation by the National Council of Education and Scientific Research calling for the introduction of Futurism into the curricula of universities, saying that such new science would study the strategy of Egyptian development up to the year 2000 and would define the aims pursued by such strategy.

The article also deals with the continuous migration of Egyptian labour who immigrate to nearby countries, quoting the Council as objecting to such migration which is harmful to the country's economy.

The writer explained the measures whereby such immigration tide may be stemmed, indicating the role of the various governmental agencies in this respect.

Educational Aids

64. 'Aref, Mahmoud, "The First Day of Academic Year; Use of Television in Teaching and Recording of Lectures", (Al-Yaum Al-Awwal Li-Bad' Al-Dirasah Bil-Jami'aat; Istikhdam Al-Television Fil-Tadrees Wa-Tasjil Al-Muhadarat), "Al-Akhbar" newspaper, 26th year, Issue No. 7804, (October 16, 1977), p. 7 .

Commenting on the inanguration of the new academic year in universities, the writer underlined the preparations taken and efforts exerted on the part of all educational authorities in order to insure an orderly start of education from the first day.

Dealing with the modern educational devices introduced in some faculties, the writer mentioned the closed TV circuits and recording system whereby lectures could be relayed and recorded and re-telecast on cinema screens.

Concluding his article, the writer reviewed the programmes of action approved by deans of faculties, mentioning as well the loans and grants extended by Nasser Bank and Student Welfare Society for the aim of improving performance in universities.

Educational Statistics

65. Cairo, Higher Council of Universities, Administration of Statistics, "Statement on the Numbers of Students Admitted in Egyptian Universities", (Bayan Bi-A'dad Al-Tullab Al-Maqbuleen Bil-Jami'aat Al-Misriyyah), Cairo, 1977, 3 stencil pages.

Statistical data are contained in this document on the total number of students admitted through the Registration Coordination Office in each faculty in the universities of the Arab Republic of Egypt (i.e. Cairo, Alexandria, 'Ain Shams, Assuit, Tanta, Mansurah, Zagazig, Minya and Menufiyah Universities) distributed according to majors (scientific or literary) and according to the systems of education (regular or extnernal) during the academic year 1976/77 .

Then follow statistical data on the number of students admitted through the Coordination Office in the faculties of Helwan and the Suez Canal Universities distributed according to majors (scientific or literary) during the academic years 1975/76 and 1976/77 .

66. Cairo, Higher Council of Universities, Administration of Statistics, "Statement on the Numbers of Students Enrolled in the Academic Year 1976/77 ", (Bayan Bi-A'dad Al-Tullab Al-Maqayyadeen fil-'Aamm Al-Jami'i 1976/77), Cairo, 1977, 11 pages (in stencil form).

This document contains data on the numbers of students enrolled during the academic year 1976/77 in the various faculties of Cairo, Alexandria, 'Ain Shams, Assuit, Tanta, Mansurah, Zagazig, Helwan, Minya, Menufiyah and Suez Canal Universities.

It further reviews the respective data of each university, giving the number of students enrolled in each faculty according to sex, the total number of enrollment in each faculty of both sexes, the total number of boys and girls enrolled in each university and the total number of students in each university divided according to sex.

67. Cairo, Higher Council for Universities, Administration of Statistics, "Statement on the Members of the Teaching Body of Egyptian University Faculties during the Academic Year 1976/77", (Bayan Bi-'Adad A'daa Hayaat Al-Tadrees Bi-Kulliyyaat Al-Jami'aat Al-Misriyyah fil-'Aam Al-Jami'i 1977/77), Cairo, 1977, 3 stencil pages.

The document begins with some statistical tables indicating the number of professors, teachers, assistant teachers and demonstrators engaged in each faculty of the various Egyptian universities (i.e. Cairo, Alexandria, 'Ain Shams, Assuit, Tanta, Mansurah, Zagazig, Minya and Menufiyyah Universities) during the academic year 1976/77.

Then follows a statement on the number of professors, teachers, assistant teachers and deomonstrators actually employed in each of the faculties of Helwan and Suez Canal Universities during the academic year 1976/77.

Lastly, a statement is given of the number of professors, teachers, assistant teachers and demonstrators who were on loan or on scholarship missions during the academic year 1976/77.

FACULTY OF DAR AL 'ULUM

PROBLEMS

68. Gamal, 'Abdul Rehim, "Dar Al-'Ulum; Present and Future Problems", (Dar Al-'Ulum; Mashakil Al- Hader Wal-Mustaqbal), "Al-Gumhouriyyah" newspaper, 24th year, Issue No. 8717, (November 9, 1977), p. 5 .

Following a review of the pressures to which the Faculty of Dar Al-'Ulum has been subjected since its establishment in 1871, the writer explained how the present shortage in its teaching body adversely reflects on its students and graduates and, consequently, affects the standard of Arabic teaching in schools at the hands of these graduates.

In order to overcome these problems, the writer called upon the Faculty to expand in appointing new teaching staff and in sending scholars on educational missions abroad, to expedite construction of the Faculty's new buildings, to emphasize quality rather than quantity in the courses taught, to direct greater attention to the teaching of foreign languages and to insure continuous supply of reference and classical books to the Faculty's library.

Concluding his article, the writer said that the realization of the aforementioned demands would help Dar Al-'Ulum restore its old reputation in the fields of Arabic and Islamic studies.

69. Cairo, Helwan University, "Helwan University in its Second Year 1976/77", (Jami'at Helwan fi 'Aamiha Al-Thani 1976/77), Cairo, 1977, 6 pages.

Following an introduction on the circumstances under which the University of Helwan was established pursnant to Law No. 70 of 1975, the document indicated the University's role in the realization of the country's economic, social and political development plan.

The document then reviewed the University's aims, the number of faculties annexed thereto, the academic degrees granted by each faculty and the number of years required to obtain a B.A., a diploma of higher studies, an M.A. and a Ph. D.

It, further, reviewed the various majoring departments in each faculty and the conditions of admission in each for obtaining the degrees of B.A., M.A., Ph.D. and the diploma of higher studies.

The document ended with two statistical statements, one on the number of new and old students and graduates of each faculty and the other on the number of professors, assistant professors, teachers, assistant teachers and demonstrators in each faculty.

Problems Of

70. El-Sebaei, Labib, "University Education Possessing School Level; A University Issue", (Al-Ta'leem Al-Jami'i zul-Mustawa Al-Madrasi; Qadiyyah Jami'iyyah), "Al-Ahram Al-Iqtisadi"magazine, Issue No. 531, (October 1, 1977), pp. 42 - 43 + 65 .

The writer began his article with a description of the preparations taken by universities' on the eve of the new academic year, then quoted both the President of Cairo University and the Chairman of the People's Assembly Committee on Education and Scientific Research who talked on the problems from which universities are suffering. The major problems lies in the increasing number of students admitted every year in universities, as may be seen from comparing their number in 1970/71 to their number in 1975/76, and the inadequancy of the universities' possibilities to cope with such an increase. According to the writer, these problems are detrimental to academic standards and warrant serious re-consideration of the policy of admission in universities.

The writer went on to discuss another problem, represented in the increasing number of external students. External students are not expected to have any regular attendance in their respective faculties or to audit any lectures. They are only expected to sit for the final examinations year after year until they finally graduate.

The writer interviewed the President of Cairo University on the causes of the present shortage in university professors and teaching staff and on its bearing on academic education. According to the President, the problem has a double solution: first, to expand the opportunities of recruitives and qualifying demonstrators and assistant teachers and to check the trend of loaning university professors to Arab or foreign universities.

71. Mahmoud, Ramah Mustafa, "The Mission of University Education", (Risalat Al-Ta'leem Al-Jami'i), "Al-Gumhouriyyah" newspaper, 24th year, Issue No. 8691, (October 14, 1977), p. 5.

Emphasizing the need for an educational revolution, the writer referred to the recent events which took place in the Egyptian society and explains the problems from which university education is suffering. These problems include lack of planning, non-availability of instruments and equipment in practical faculties and shortage of teaching staff.

The writer went on to say that the present policy of education calls for expansion in admission in the various universities, opening similar departments in the same faculty and establishing provincial universities, whereas the existing universities have not yet been completed and the standard of university education suffered.

Concluding his article, the writer explained the need for rebuilding university education on sound and well-studied academic bases, saying that this would improve education and help universities in performing their mission in building the society.

72. El-Naghi, Mahmoud, "University Issues Looking for a Solution", (Qadaya Jami'iyyah Tabhath 'an Hall), "Al-Gumhouriyyah" newspaper, 24th year, Issue No. 8703, (October 26, 1977), p. 5 .

Having reviewed some basic facts about the nature of universities and their role in making progress, the writer discussed certain problems confronting university education, mainly that such education is not linked to the country's needs of graduates, that the system of admission is ravaged by numerous cases of exception, that the necessary possibilities are short in universities and that the teaching bodies in higher, private and technical institutes are inadequate.

Suggesting solutions for the problems of university education, the writer called for abolition of any exceptions in admission, permitting students to transfer from one faculty to a corresponding faculty, establishing a faculty for higher studies, solving the problems faced by the present system of scholarships, reconsidering the faculties' curricula and regulations and granting universities their full independence within the framework of joint general coordination between universities.

Students

73. Farah, Dalal, "Muhawalah Jadidah Li-Tashgheel Al-Talabah Toul Al-'Aamm", (A New Attempt to Provide Work to Students The Year Round), "Al-Masaa", 22nd year, Issue No. 8137, (December 29, 1977), p. 3.

Reviewing the accomplishments realized by the experiment of providing students in universities and higher institutes with opportunities on a permanent basis throughout the year, the writer said that the aim of this project is to strengthen boy and girl students enrolled in the various stages of education, eradicate illiteracy and improve public cleanliness.

After enumerating the causes for the failure of earlier experiments in this field the writer mentioned the number of students who could be employed on the project, the work locations over which they could be distributed and the remunerations paid to each student per month.

Concluding her article, the writer underlined participation in this project by the Ministry of Higher Education, the Ministry of Youth, Students Unions and Cairo Governorate.

Students - Admission

74. El-Sebaei, Labib, "Admission in Beirut University", (Al-Qabul Bi-Jami'at Beirut), "Al-Ahram" newspaper, 103 rd year, Issue No. 33196, (October 30, 1977), P. 7 .

At the beginning of his article, the writer talked on the privately-owned offices established purportedly to assist Egyptian students who have been denied enrollment in Egyptian universities to join the Arab University in Beirut which is a branch of Alexandria University. He described how these offices exploit students taking advantage of their psychological state and their anxiety over their future.

Interviewed on this kind of exploitation exercised by private offices, the President of Beirut University mentioned the steps taken by the University to face this problem which include the establishment of a University Coordination Office in Cairo, the abolition of the requirement of producing a letter of guarantee and the creation of direct contacts between the University and its students in Cairo.

The writer went on to mention the precautions taken by the University to guard against using Beirut University as a back door for obtaining a transfer to Egyptian universities.

Concluding his article, he described the measures taken by the Beirut University to insure the stability of academic life and to provide facilities to irregular external students, quoting the University's President on these matters.

75. 'Abdul Razek, Latifah, "Re-consideration of the Policy of Admission in Universities", (I'adat Al-Nazar fi Siyasat Al-Qabul Bil-Jami'aat), "Al-Akhbar" newspaper, 26th year, Issue No. 7941, (November 28, 1977), p. 7 .

The Ministry of Manpower and Training's report on work opportunities for university graduates and the recommendations contained in this report are reviewed in this article.

These recommendations call for a re-consideration of the policy of admission in university, making an evaluation of the country's needs of university graduates especially in the branches and majors where there is acute shortage in the supply and reducing rates of admission in other sectors. Another recommendation calls for a reconsideration of the steps envisaged to establish provincial universities in order to ensure their consistency with the country's requirements of university graduates.

Commenting on the continued expansion in university education at a time when coordination is lacking between the labour market requirements and the fields in which graduates specialize, the report showed how this state of affairs affects the equilibrium between supply and demand and results in an undesirable surplus.

The report, further, indicated the shortage existing in technical education and suggested steps which are conducive to meeting the country's needs to the various vocations and majors.

Lastly, the report recommended the establishment of a link between technical education, particularly industrial education, and the existing industrial concerns. This, the report added, would help in creating and training the necessary technical staff and insure their thoroughness in modern technological methods. The report also recommended that technical and agricultural education be reonsidered in order to link them to the country's need in land reclamation schemes.

Teaching Bodies

76. 'Aref, Mahmoud, "A New System for Filling the Gap in Universities' Teaching Bodies", (Nizam Jadid Li-Sadd Al-Naqs fi Haymat Al-Tadrees Bil-Jami'aat), "Al-Akhbar" newspaper, 26th year, Issue No. 7908, (October 20, 1977), p. 7 .

This article deals with the measures taken to meet two problems, first the shortage in university teaching bodies and the second is the increasing numbers of student enrolment in universities.

Among the measures taken are the extension of grants, financial incentives and rewards to members of the university body, the rules and conditions of which are also mentioned. Control measures have been introduced to govern loaning and seconding of university staff and payment of part time and over time remunerations.

Other measures include the recruitment of retired professors and the requisitioning of distinguished graduates to work as instructors in their respective faculties. The rules governing such measures are outlined by the writer.

Teaching Methods

77. 'Abdul Razek, Karimah, "A New Experiment in Cairo University; Recording of Lectures and Broadcasting them Again to Students", (Tajrubah Jadidah Bi-Jami'at Al-Qahirah; Tasjeel Al-Muhadaraat Wa-I'adat Iza'atiha 'ala Al-Tullab), "Al-Akhbar" newspaper, 26th year, Issue No. 7907, (October 19, 1977), p. 7 .

A new experiment applied in Cairo University through the Body of Library Affairs is described in this article.

The experiment is aimed at finding a solution for the problem of text books from which students complain. Lectures delivered by university professors in faculties where large numbers of students are enrolled and where students find no room in lecturing halls, are recorded by means of recorders, then broadcast along with a movie film showing the lecturer to students.

After explaining the technicalities of this experiment and indicating the type of lecturing halls where the experiment is carried out, the writer mentioned the faculties which are pioneers in adopting this procedure and related the services and facilities which the Student Library Agency avail to students in an endeavour to solve the problem of academic text books.

78. Soliman, 'Abdul 'Aziz, "Removal of Education Subsidy Is an Inadmissible Move in the Circumstances of our Society", (Raf' Al-Da'm 'an Al-Ta'leem Da'wah la Tajuz fi Zuruf Mujtama'ina), "Al-Ahram" newspaper, 103rd year, Issue No. 33202, (November 5, 1977), p. 3 .

After outlining the views calling for putting a limit on university education or exacting tuition fees from university students, the writer explained that if such views are adopted, they would have drastic bearing on the future of university education in Egypt.

The writer's suggestion for checking the demand on universities is to divide the system of education in Egypt from the very beginning into three types, namely, academic, vocational and technological. Each of these types would offer the same amount of education and knowledge. Graduates of the three types would reveive the same wages and remunerations and enjoy equal opportunities in post-graduate studies.

He further emphasized the need for linking university education to the environment and to the country's actual needs and explained why students stumble in university education.

Concluding his article, the writer underlined the possible political and social effects should any attempt be made to check university education or charge tuition fees.

GENERAL SECONDARY CERTIFICATE EXAMINATION

79. 'Ezzeddine, Yusuf, "Rules for Applying for General Secondary Examination", (Qawa'id Al-Taqaddum Li-Imtihan Al-Thanawiyyah Al-'Aammah), "Al-Gumhouriyyah" newspaper, 25th year, Issue No. 8759, (December 21, 1977), pp. 1 and 9 .

This article represents a coverage of the new regulations for sitting for General Secondary Certificate examinations which apply to external students (following the 1-year or 3- year system), high level Egyptian students residing in Arab countries and external students coming from Arab or foreign countries for the purpose of performing their examination in Cairo.

The writer also reported on the new committees formed on a country-wide level to supervise examinations. He, further, described the procedure for procuring the pertinent Forms attesting to success in General Secondary Certificate examinations, mentioning the addresses from which these Forms may be obtained.

HEALTH EDUCATION

80. Al-Minshawi, Nahed, "Contagious Diseases Threatening Your Son in School", (Amrad Mu'diyah Tuhaddid Tiflik Bil-Madrasah), "Al-Gumhouriyyah" newspaper, 25th year, Issue No. 8763, (December 25, 1977), p. 8 .

Giving an idea of the infectious diseases to which kindergarten and primary school pupils are exposed, the writer explained the symptoms of such diseases, the protective and immunization measures in respect of each disease and the schedules of innoculations prescribed for each child.

Dealing with the mother's duty in assisting her child to receive and benefit from immunization, the writer explained the child's full right to receive health care from his mother.

Concluding his article, the writer extended some health advice to both the mother and the school, emphasized the need for maintaining close cooperation between parents on the one hand and school doctors and nurses on the other. He mentioned certain mistakes which are committed on the part of some and pointing to the manner in which these mistakes may be rectified or eliminated.

81. A.R.E., Ministry of Higher Education, Directorate-General of Planning, Follow-up and Statistics, "Development of Public Education in A.R.E. during the Past Two Years 1976 and 1977", (Tatawwur Al-Ta'leem Al-'Aamm fi Misr fil-'Aamain Al-Akhirain 1976, 1977), 12 typewritten pages.

- Report submitted to the Agency for Educational Documentation and Information for the preparation of the annual report on the development of education in A.R.E.

The report begins with a review of the Ministry of Education's endeavours to develop and promote commercial and industrial technical institutes. It then gives statistical data on the number of boy and girl students in each institute according to the November 15, 1977 statistics, with an indication of the rate of increase in each institute as compared to the statistics of 1976/77. The report also dealt with the new branches opened in the industrial technical institutes, explaining the aims contemplated from such new branches.

Statistical tables are included in the report. These deal with the number of newly admitted and already registered students in each of the commercial and industrial institutes and the number of teachers in each institute together with their rate of increase or decrease.

The report, further, dealt with education in private higher and intermediate institutes and non-governmental institutes, mentioning the affiliation of each and giving statistical tables indicating the number of newly admitted and already registered students and their rates of increase in 1976 and 1977.

82. A.R.E., Ministry of Higher Education, Examination Administration, "Report on the Activities of the Examination Administration", (Taqreer 'an Nashat Idarat Al-Imtihanaat), 2 typewritten pages.

- Report submitted to the Agency for Educational Documentation and Information for the preparation of the annual report on the development of education in A.R.E.

A review is made in this report of the functions and responsibilities assumed by the Ministry of Higher Education's Examination Administration. It explains the procedures which take place in the various committees entrusted with the preparation for examinations, discipline and control, examination committees, committees laying down examination questions and assessment committees, and describes all the steps involved.

Dealing with final examinations and their results, the report gives account of the details concerning success in examinations, grades, approval of certificates, revision of results, issuing graduation certificates and filling in the pertinent forms of succeeding students. The role played by the Examination Administration in all these steps is described in detail.

The report ends with a description of the various divisions of the Examination Administration, explaining the functions and duties of each.

INDUSTRIAL SCHOOLS
ESTABLISHMENT THEREOF

83. A.R.E., Legislation, Laws and Regulations. "Ministerial Resolution No. 227 of November 11, 1977 in Connection with the Establishment of an Industrial Secondary School Adopting the 3 - Year System in the City of Tahta, Suhag Governorate", Cairo, Minister's Cabinet, Ministry of Education, 1977, 2 stencil pages.

This Resolution consists of five articles, the first of which decrees the establishment of an industrial school in Tahta, Suhag, which will adopt the 3-year system.

Article 2 lists the various industrial courses offered by the school and explains the procedure to be followed in the event of introducing new industrial courses or abolishing existing ones.

The third article reviews the laws and resolutions which apply to the school as well as to the pupils enroled therein.

Article 4 fixes the date for commencing education in the first year.

The fifth and last article provides for the publication of the Resolution in the Official Gazette and its subsequent coming into force.

ISLAMIC EDUCATION

84. Al-Nadawi, Abul Hassan 'Ali Al-Hasani, "Towards a Liberal Islamic Education in Islamic Countries and Regions", (Nahwa Al-Tarbiyah Al-Islamiyyah Al-Hurrah fil-Bilad Wal-Aqtaar Al-Islamiyyah), Cairo, Al-Mukhtar Al-Islami Lil-Tiba'ah Wal-Nashr Wal-Tawzi', 1977.

The introduction to this book explains that its material was first published as articles in various periodicals and was later compiled and published in the form of a book.

After the introduction, seven chapters follow.

In Chapter 1, the writer pointed to the importance of the educational system in Islamic countries and showed its far-reaching impact on their policies and leadership.

The second chapter dealt with the principles and basics of education in Islamic countries.

In Chapter 3, the writer stressed the need for formulating the educational system anew and showed the outcome of applying the Western educational systems to the Islamic East.

The fourth chapter dealt with Mohammad Iqbal's theories on the modern educational system and educational centres.

In the fifth chapter, the writer described the steps required for the establishment of an Islamic university.

Chapter 6 deals with the problems of Islamic universities and the solutions proposed by the author for overcoming such problems.

The seventh and last chapter is concerned with the role of Muslim youth in contemporary societies.

LANGUAGE SCHOOLS

85. Taha, Mahmoud Hassan, "Language Schools and Experimentation", (Madares Al-Lughaat Wal-Tajreeb), "Al-Rayed" magazine of teachers, 22nd year, Issue No.4, (December 1977), p. 23 .

Having indicated the significance of the Minister of Education's Resolution regulating foreign language schools, the writer reviewed the objectives sought through the establishment of this type of schools and explained the manner in which this Resolution would be put into effect.

In this respect, he stressed the need for following up the results of the experiment undertaken by these schools by the National Centre for Educational Research. He also indicated the role of the Directorates of Education in the various Governorates and the Ministry's Directorates-General for Private Education and Primary Education in exercising technical and administrative supervision over these schools.

LAWS AND LEGISLATIONS

See:- 2, 18, 19, 47, 50, 51, 52, 56, 83, 87, 88, 99, 101,
108, 109, 113, 119, 128.

MENTAL ABILITIES

86. Abu Hatab, Fuad, "Mental Abilities", (Al-Qudraat-Al-'Aqliyyah), 2nd ed., Cairo, The Anglo-Egyptian Bookshop, 1977, 498 pages.

A general review of the subjects elaborated in this book is given in the introduction. The text follows in four parts subdivided into fifteen chapters.

Part 1, which contains five chapters, deals with the general underlying principles for studying mental abilities. Here, the writer dealt with individual differences, mental measurements, concepts of mental measurements and intelligence scales.

The second part, consisting of the following five chapters, gives a critical review of some hypothetical models such as the 2-factor model, the multi-factor model, the evasive model, the matrix model and the new knowledge model.

In Part 3, the author classified mental abilities into operations abilities and content abilities.

The fourth part deals with the problems of interpretation, diagnosis and forecast in the fields of mental abilities and explains the factors which determine such abilities which include heredity, environment, group differences between mentally retarded and mentally advanced individuals. The same part also reviews some applications of mental

The same part also reviews some applications of mental abilities, showing how the author visualizes the aims of the educational process and the role accomplishment, teaching and counselling in the achievement of such aims.

Each part ends with a bibliographical list of Arabic and foreign reference books.

MINISTRY OF EDUCATION- ADMINISTRATIONS

87. A.R.E., Legislations, Laws, Regulations ...etc., Ministerial Resolution No. 246 of December 21, 1977 in Connection with the Establishment of an Office for Demographic and Environmental Education", Cairo, Minister's Cabinet, Ministry of Education, 1977. One stencil page.

The first of the three articles comprising this Resolution provides for the establishment of an Office for Demographic and Environmental Education and determines its functions and the sector where it belongs.

Article 2 defines the Office's functional duties.

The third and last article provides for the Resolutions's implementation and enforcement date.

MODERN MATHEMATICS
Committees Of

88. A.R.E., Legislations, Laws, Regulations...etc., "Ministerial Resolution No. 186 of December 15, 1977 in Connection with the Constitution of a Committee to Supervise Modern Mathematics", Cairo, Minister's Cabinet, Ministry of Education, 1977, 2 stencil pages.

The first of this Resolution's four articles lists the names of the Committee members constituted for the supervision of modern mathematics. Article 2 determines the functions of the Committee, while the third article fixes the remunerations payable to Committee members who are not employed by the Ministry of Education.

The fourth and last article provides for the publication and implementation of the Resolution and repeals Ministerial Resolution No. 256 of 1976.

NEW ACADEMIC YEAR

89. El-Sebaei, Labib, "Last Preparations for the New Academic Year; A University Issue", (Al-Ista'dadat Al-Akhirah Li-Bad' Al-Dirasah fil-Jami'aat; Qadiyyah Jami'iyyah), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 532, (October 15, 1977), pp. 44 - 45 .

Beginning his article, the writer said that any advance preparations for the new academic year is vital for avoiding many problems repeatedly encountered in previous years.

He indicated the opinion of the Minister of Education who advocated revision of the policy of admission in universities as from the forth coming year and explained the steps by the Ministry in this respect. The new policy of admission, the Minister added, should not be laid until the opinions of university professors and the sectors of production and services have been obtained.

The writer also quoted the Minister on the efforts exerted by the Ministry of consolidate universities and to ensure that open bridges of collaboration are maintained between universities and the society. The Minister, further, said that expedient steps should be taken to execute the building projects of living quarters for university professors and scholars returning from overseas cultural missions.

Talking on the preparations made by Cairo University in anticipation of the new academic year, the University's President said that the schedules have been worked out, the distribution of students on the various departments of each faculty has been completed and the university facilities, including laboratories scientific equipment and libraries have been subject of thorough study.

Interviewing the President of Suez Canal University, he described the progress made on constructing dormitories for students not residing in the University's environs, while the President of 'Ain Shams University described the measures taken to put academic text books at the students' disposal by the end of December.

RELIGIOUS EDUCATION

90. Donia, Hamed. "Azhari Students Who Do Not Memorize the Holy Quraan", (Azhariyyun La Yahfazun Al-Quraan!), "October" magazine, 2nd year, Issue No. 51, (October 16, 1977), pp. 28 - 29 .

An account is given in this article of the discussions which took place in the National Council of Education's Committee on Azhari Education regarding the number of years in each of the primary, preparatory and secondary stages of Azhari education, especially as concerns the memorization of the Holy Quraan. These discussions also dealt with the freshman year which holders of the General Secondary Certificate spend in Al-Azhar before proceeding with their graduate studies in this University.

Two different trends prevailed in the Committee, the writer said. One trend called for increasing one year in the Azhari preparatory stage and memorizing ten chapters of the Quraan in this stage rather than in the primary stage. The second called for retaining the present number of years in the primary, preparatory and secondary stages of Azhari education, on the ground that any increase in the number of years would discourage students from joining Azhari institutes.

According to the writer, the Committee adopted a recommendation whereby the entire Holy Quraan would be memorized in the primary stage of Azhari education.

91. Helal, Marzuq, "Consolidation of Al-Azhar is a Necessity; Establishment of a Specialized Faculty for Studying Great Islamic Languages", (Darurat Da'm Al-Azhar; Inshaa Kulliyyah Mutakhasisah Li-Dirasat Al-Lughaat Al-Islamiyyah Al-Kubra), "Al-Akhbar" newspaper, 26th year, Issue No. 7805, (October 17, 1977), p. 3.

Recommendations adopted by the Eighth Conference of Islamic Scholars held in Cairo are reviewed in this article. A review is also made of the Conference's agenda, names of participants and topic's discussed in the sub-committees.

After indicating the unity of Islamic culture and the role of Arabic in this respect, this language being closely identified with Islam and Islamic knowledge, the writer mentioned a recommendation adopted by the Conference calling for a well-studied plan aimed at conducting a careful and comprehensive survey of Islamic culture signifying the role of Arabic in it. He described how such plan could be worked out and implemented.

Other recommendations adopted by the Conference called for the establishment within Al-Azhar of a specialized faculty for studying Great Islamic languages and the creation of prized offered to students memorizing the Holy Quraan and authors writing in Arabic on Islamic culture and legislation.

92. Makhlouf, Hassanein, "Towards Relieving our Youth from Bewilderness and Religious Vacuum", (Nahwa Taklees Shababina min Al-Balbalah Wal-Faragh Al-Dini), "Al-Ahram" newspaper, 103rd year, Issue No. 33201, (November 4, 1977), p. 11 .

Following a description of the special characteristics of Islam and the duties imposed by this religion upon the Muslims, the writer explained the task of religious leaders and rulers in guiding their people and protecting Muslims against evil.

The writer went on to expalin the parents' role in teaching their children during their early years of infancy the principles of righteousness and God's commandments. He cited verses from the Holy Quraan in support of his views saying that education at such an early age would have its bearing on the life of grown up children.

He, further, reviewed the role of teachers and honest counselors in enlightening youngmen throughout the various stages of education on religious rules and principles.

93. Tewfik, ASamir, "Educational Ladder in Azhari Institutes; Incentives for Encouraging Demand on Azhari Education", (Al-Sullam Al-Ta'leemi Bil-Ma'ahid Al-Azhariyyah; Hawafiz Li-Tashjee' Al-Iqbal 'ala Al-Ta'leem Al-Azhari), "Al-Akhbar", newspaper, 26th year, Issue No. 7931, (November 16, 1977), p. 7.

In this article, the writer reported on the discussions which took place in the Committee for Azhari Education of the National Council for Education. These discussions dealt with the educational ladder in Azhari institutes and with the aims of the various educational stages in these institutes, namely, the primary, preparatory and secondary stages.

The writer also reported on the various trends which appeared in these discussions concerning the number of years of study determined for each stage and the need for re-considering and developing the curricula of cultural subjects in the preparatory stage.

A special discussion is devoted to the additional year supplemented to the secondary stage of Azhari education and to the system whereby students are divided into branches at an early stage, showing how such steps maintain the essence of Al-Azhar's mission. He also mentioned the trend towards increasing the number of years in the preparatory stage from three to four.

The writer reported in conclusion that the Council called for the initiation of a number of incentives which would intensify demand on Azhari education and enable Al-Azhar to maintain its position and perform its mission.

94. Khalaf, Mohamed Ahmed, "Memorizing the Quraan at an Early Age; An Educational Issue", (Hawla Hifz Al-Quraan Al-Karim Fil-Sighar; Qadiyyah Tarbawiyyah), "Al-Rayed", magazine of teachers, 22nd year, Issue No. 4, (December 1977), p. 43.

As an introduction to his article, the writer outlined an article published in the preceding issue of the same magazine on the memorization of the Holy Quraan at an early age.

The writer went on to say that children between the age of six and nine are very fond of repeating automatically anything they memorize, which is a fact proved by psychologists. He also mentioned that children are equally fond of simple songs and easy rhythms at this age. Memorization of the Holy Quraan is only natural at this early age, because the elements of repetition and singing are present in children. Rural schools (kuttabs) have been very instrumental in teaching many of our children how to memorize the Holy Book and to understand the meaning of the verses they recite, the writer added.

95. Hemedah, Al-Hussain Mohamed, "Call for Prayer in Malta; The Azhari Institutes", (Al-Azan fi Malta; Al-Ma'ahed Al-Azhariyyah), "Al-Gumhouriyyah" newspaper, 24th year, Issue No. 8689, (October 21, 1977), p. 5.

Having reviewed the different opinions and suggestions calling for introducing new reforms in Azhari education, the writer said that such views and suggestions should receive wide discussion in order to determine the proper procedure for improving Azhari education.

After reviewing the prerequisites to be fulfilled by any student applying for admission in Azhari institutes, the writer said that admission of students who have failed in the primary and preparatory certificate examinations reflects adversely on the institutes' performance of their task and results in a lower standard of graduates.

He added that it would be futile to examine such failing students in the Holy Quraan, since memorization of the Quraan is so difficult a task that no such student could memorize it in a short while.

Concluding his article, the writer said that establishment of any new Azhari institutes should not be considered until the existing institutes have been fully equipped and until their libraries, places of prayer and yards have been provided together with the necessary health and educational care.

SCHOOL HYGIENE

96. A.R.E., Ministry of Higher Education, Directorate-General for Health Care, "Health Care for Students of Technical Institutes", (Al-Ri'ayah Al-Sihhiyyah Li-Tullab Al-Ma'ahed Al-Fanniyyah), 2 typewritten pages.

- Report submitted to the Agnecy of Educational Documentation and Information for the preparation of the annual report on the development of education in A.R.E. in 1976/77.

A review is made in this report of the activities undertaken by the Directorate-General for Health Care and the services it renders to students in technical institutes of higher education.

It also reviews the medical treatment and immunizations undertaken by the Directorate and the medicines it offers.

It further deals with the innoculation campaigns, the preventive measures, the insurance against accidents and the financial damages undertaken by the Directorate.

Lastly, the report reviews the efforts exerted by the Directorate in collaboration with international bodies and organizations, as well as the assistance rendered by the later in the form of material and health aid, medical bulletins, academic books, scholarships and training sessions.

97. Embabi, Mohamed, "Establishing School Hygiene Units in First Aid Centres", (Inshaa Wihdaat Lil-Sihhah Al-Madrasiyyah fi Marakez Al-Is'aaf), "Al-Gumhouriyyah" newspaper, 25th year, Issue No. 8760, (December 22, 1977), p. 6.

The steps taken to develop and back school hygiene in an effort to combat malnutrition and contagious diseases to which primary school children are exposed, are dealt with in this article.

These steps call for an increased number of physicians, health visitors, laboratory assistants, health technicians and social workers who would be active in handling school hygiene activities. They also call for better equipment of school hygiene units.

Other steps planned include a periodical check-up for all school children and the introduction of health cards for recording the health history of each student. Post-graduate studies and scholarships in the field of school hygiene are also envisaged in these plans.

98. 'Abdul Salam, Mohamed, "Compaign to Immunize Seven Million Pupil; Applying Health Insurance to Pupils Under Consideration", (Hamlah Li-Tat'eem Sab'ah Malayeen Timeez; Bahth Tatbeeq Al-Ta'meen Al-Sihhi 'ala Al-Talameez), "Al-Akhbar" newspaper, 26th year, Issue No. 7952, (December 1977), P. 6.

The writer began his article with a description of the health programme prepared by the Ministry of Health whereby pupils enrolled in schools may receive proper health care.

In this connection, the writer related the measures taken to undermine malnutrition, distribute free meals adequately nutritioned to pupils and develop the present school health hospitals so as to accommodate the health insurance requirements once the programme is applied to pupils.

The writer concluded by describing the advantages of health insurance and services expected to be rendered thereunder.

SCHOOL JOURNALISM

99. A.R.E., Legislations, Laws, Regulations....etc., "Circular No. 103 of October 16, 1977 in Connection with School Journalism Directives for the Scholastic Year 1977/78", Cairo, Administration of School Journalism, Directorate-General of Educational Activities, Ministry of Education, 1977, 4 stencil pages.

Following an introduction on the degree of interest shown by the Ministry of Education in school journalism and on the aims of successful journalism, the Circular explained the principles which should be observed in order that school journalism may play its role in relaying simplified information.

In this connection, the Circular dealt with the need for technical guidance for the promotion of school journalism and stressed the importance of organizing training programmes for supervisors of school journalism.

The Circular, further, underlined the role of the Educational Directorates in generating interest in conferences, exhibitions and journalistic contests saying that press activities should be taught as a regular course.

After stating that a centre for press information should be established in each school, the Circular added that semester and annual reports should be prepared under the guidance of school journalism supervisors.

100. 'Issa, Mohamed Ahmed, "El-Sadat's Initiative Featured in School Journalism Exhibition", (Mubadarat Al-Sadat fi Ma'red Al-Sahafah Al-Madrasiyyah), "Al-Ray ed", magazine of teachers, 22nd year, Issue No. 4, (December 1977), p. 39.

In dealing with what pupils, as a sector of the Egyptian people, did to express their feelings towards Sadat's initiative in visiting Jerusalem, the writer began his article with an indication of the importance of this initiative to all generations, then reviewed the stages it had undergone since the President's address to the People's Assembly and until his return from the visit. He further explained the importance of the students' sector to the future of Egypt and described how, in an exhibition organized by one of Cairo's Educational Directorates, they acted to express their feelings vis-a-vis this initiative.

In this exhibition, the writer added, students displayed school newspapers which they themselves edited on the occasion of the initiative. Of special interest is the role played by the blind pupils of Light and Hope Institute in the exhibition organized by this Directorate.

SCHOOL LIBRARIES

101. A.R.E., Legislations, Laws, Regulations...etc., "Circular No. 106 of October 20, 1977 Containing General Directives on Library Services in Schools of the Different Stages of Education in the Scholastic Year 1977/78", Cairo, Administration of School Libraries, Directorate-General of Educational Activities, Ministry of Education, 1977, 5 stencil pages.

The significance of school library as an educational medium is emphasized in this Circular which stressed in its introduction the librarian's educational role and explained the measures which are conducive to the library's performance of its educational mission.

In this regard, the Circular dealt with the proper procedure for buying books and subscribing in periodicals for the school library. It stressed the need for accommodating the school library in a suitable place and activating book borrowal and reading.

It, further, underlined the need for training on library skills, forming a library committee, encouraging emergence of library activity groups and keeping accurate statistics on library activities.

Other subjects dealt with in the Circular include expending library fees, directing more attention to library services in the primary stage, ensuring that the library plays its role in serving the community and, lastly, taking the necessary measures for depreciating the value of destroyed or lost books.

102. Kazem, Medhat, "Drafted Amendment of School Libraries Regulation", (Mashrou' Ta'deel Laihat Al-Maktabaat Al-Madrasiyyah), "Sahifat Al-Maktabah", (Library Magazine), 29th year, Issue No. 3, (October 1977), pp. 49 - 73 .

Following an introduction on the need for a new developed Regulation for school libraries, the writer reviewed the draft new Regulation which falls into two parts.

Part 1 is concerned with school libraries. It sets forth the regulations governing school library aims, area, location as to school building, branches, books needed for each educational stage, constitution and functions of library committees, duties of librarian and senior librarian and method of choosing each, duties of teachers and inspectors as to school libraries, arrangement of books, subjects taught in library classes, system of book borrowing, financial sources, role of technical inspector with respect to library staff, preparation of library inventory, incoming and outgoing book records and depreciation of book prices.

The second part of the draft Regulation is concerned with non-scholastic libraries maintained at the Ministry's main offices and educational directorats. It deals with aims of these libraries, location, books and periodicals procured, technical and administrative organization, constitution and function of library committees, sub-divisions of each library and systems of book borrowing, inventory, recording incoming and outgoing books and depreciation.

103. Kazem, Medhat, "School Library", (Al-Maktabah Al-Madrasiyyah), by Medhat Kazem, Sayyed Khairullah and Mohamed Mustafa Zidan, Cairo, Society of School Libraries, 1977, 175 pages.

This book starts with an introduction in which the authors indicated the improtant function of school library and showed its role in training pupils to become good citizens. The material of the book is divided into eight chapters.

Chapter 1 deals with the school library's role in education and explains how it contributes towards the realization of educational aims.

The second chapter describes the educational basis for developing reading habits and indicates the requirements for healthy reading.

Chapter 3 reviews the stages of progress in developing reading inclinations while the fourth chapter explains the various methods of learning how to read.

Chapter 5 is concerned with orientation and guidance, explains the meaning of each and shows how they apply to reading.

The sixth chapter deals with certain statistical data which a librarian needs to familiarize himself with, thus helping him in the prosecution of his work.

Chapter 7 is devoted to an explanation of the relation between school library and educational aids.

The eighth and last chapter deals with the evaluation of school library service. It explains the meaning and aims of evaluation and the methods for conducting it.

SCHOOL MEALS

104. Embabi, Mohamed, "Private Donations Help in Providing School Meals", (Al-Tabarru'aat Al-Khassah Tusahim fi Wajbat Al-Taghziyah Al-Madrasiyyah), "Akhbar Al-Yom" newspaper, 34th year, Issue No. 1729, (December 24, 1977), p. 9.

After reviewing the various types of donations which assist in providing school meals, the writer mentioned the private donations and self assistance programmes in which individuals, corporations and organizations take part to help Educational Directorates provide school meals to all preparatory, secondary and primary schools in towns.

In this connection, the writer mentioned the valume of assistance extended by World Food Programme to provide school meals to agricultural and industrial secondary schools and men and women teacher training colleges.

SPECIAL EDUCATION

105. Fodah, Fathia 'Ali Mohamed, "Relation between Error-Causing Factors in the Process of Adolescent Perception and Normal Conduct", (Al-'Ilaqah bayn Al-'Awamil allati Tusabbib Al-Khataa fi 'Amaliyyat Al-Idrak Wal-Suluk Al-Tabi'i Lil-Murahiqeen), "Sahifat Al-Tarbiyah" (Magazine of Eduation), 29th year, Issue No. 4, (October 1977), pp. 79 - 84 .

The meaning of the perceptual process and the relation between sensory and mental perception are explained in the introduction to this article in which the writer elaborated on the factors and circumstances which have erroneous effect on the perceptual process. To substantiate her argument, the writer cited examples derived from the various situations to which an individual is exposed in his daily life.

Dealing with the stimuli to which an individual responds, the writer described their peculiar characteristics and pointed to some educational applications of stimuli which lead to visual illusion.

She went on to describe the manner in which individuals perceive any object, indicating the relation between age, culture and association with people and things on the one hand and the principal stages of perceptual development.

Talking on fashions, the writer explained the serious role they play in the life of adolescents and reported the results obtained from a field survey conducted among adolescent girls in secondary schools and universities on how they choose their clothes and the colours they prefer.

106. As'ad, Yusuf Mikhail, "Ingenuity and Lunacy", (Al-'Abqariyyah Wal-Junun), Cairo, Ghareeb Bookshop, 1977, 229 pages.

Following an introduction explaining why he decided to write on this subject, the writer divided his book into five chapters.

In Chapter 1, he elaborated on the meaning of ingenuity in Arabic heritage and explained its historical, metaphysical, psychological, physiological and social sense.

The meaning of lunacy is given in Chapter 2, where the writer indicated the role of heredity and environment in this respect.

Chapter 3 deals with the behaviour of a genius and shows how he is influenced by heredity and environment.

In Chapter 4, the author related the life of some genius men, indicated their background and prominent work and reported the judgement which history passed on each.

The book ends with Chapter 5 which explains how a genius may guard against lunacy. In this connection, the author said that educators should endeavour to discover ingenuity at an early age and should also give due consideration to individual differences in the course of their development of talents, apart from the need to provide children with opportunities for growth and self expression and from extending psychological care and individual counselling to them. He also emphasized the duty of the family and school in this respect, adding that special training should be given to teachers of genius students.

STUDENT ADMISSION
MUSICAL INSTITUTES

107. Sadek, Amal Ahmed Moukhtar, "Forecast Value of Admission Tests For Musical Education in Egypt", (Al-Qimah Al-Tanabbuiyyah Li-Ikhtibarat Al-Qabul Lil-Ta'leem Al-Musiqi fi Misr), by Amal Ahmed Moukhtar Sadek and Ikram Mohamed Matar in Fuad Abu Hatab (Editor), "Studies on the Standardization of Psychological Tests", (Buhuth fi Taqueen Al-Nafsiyyah), Vol. I, Cairo, The Anglo-Egyptian Bookshop, 1977, pp. 53 - 84 .

Following an introduction on the system of admission in the institutes and faculties affiliated to the Ministry of Higher Education and the reasons why certain higher institutes, including the Higher Institute of Musical Education, are excepted from this system, the writers explained the aims of their study, the problem under discussion, the tools used in developing the subject and the plan adopted for developing it.

The study ended with a discussion of the results obtained as well as a review of some recommendations advocated for observance in admitting students in musical institutes. These recommendations call for giving more attention to musical ability tests than to musical performance tests as sole prerequisite for admission.

STUDENTS' EXAMINATIONS IN TECHNICAL SCHOOLS

108. A.R.E., Legislations, Laws, Regulations ...etc., "Ministerial Resolution No. 242 of December 17, 1977 in Connection with Students Exhausting All Opportunities for Sitting For Diploma Examinations of Technical Secondary Schools (Commercial, Agricultural and Industrial) Following the 3- Year System", Cairo, Minister's Cabinet, Ministry of Education, 1977, 2 stencil pages.

The first two articles of this 4-Article Resolution enumerate the categories of students and workmen, who may benefit from the stipulations of this Resolution.

Article 3 emphasized the exceptional character of this Resolution and explained the rules applicable in this regard.

The fourth and last article covers the Resolution's implementation and effective date.

STUDENTS
RE-INSCRIPTION

109. A.R.E., Legislations, Laws, Regulations...etc., "Ministerial Resolution No. 173 of October 8, 1977 in Connection with the Re-inscription of Pupils in the Third Year of Preparatory and Secondary Schools in the Scholastic Year 1977/78", Cairo, Minister's Cabinet, Ministry of Education, 1977, 2 stencil pages.

The first of six articles comprising this Resolution enumerates the instances of re-inscription in the third year of both preparatory and secondary schools and sets forth the terms and conditions thereof.

Article 2 describes the manner in which pupils desirous of re-inscription may file their applications. It further describes the procedure for comparing candidates at the level of the Governorate in each stage or type of education.

Conditions for re-inscribing pupils born in or before 1958 to sit for the General Secondary Certificate examinations are set forth in Article 3.

The fourth article prescribes the fees payable for re-inscription.

Article 5 sets forth the procedure for announcing the re-inscription deadlines by each Educational Directorate or Administration, while the sixth and last article deals with the implementation of the Resolution.

TEACHER TRAINING

110. 'Ali, Ahmed, "We Need an Over-all Revolution in Educational Systems and in Teacher Training", (Innana Bi-Hajah ila Thawrah Shamilah fi Nuzum Al-Ta'leem Wa-I'dad Al-Mu'allimeen), "Al-Akhbar" newspaper, 26th year, Issue No. 8792, (October 2, 1977), p. 6.

Commenting on the President's speech on the occasion of the Teacher's Day, the writer said that we are in urgent need of an immediate over-all revolution in teaching methods and teacher training, adding that knowledge and faith should be integrated in the educational process and education should stand on a solid spiritual basis.

Dealing with the accomplishments made by Egyptian revolutions in the field of education, the writer mentioned in particular the abolition of tuition fees, the campaign against illiteracy, the introduction of technical education and the provision of skilled labour. In this connection, the writer hailed the efforts exerted by the teacher and his role in serving his country.

Concluding his article, the writer cited the President's talk on the process of building the new man on the basis of a new educational policy, the need to maintain an equilibrium between women and men in education and the need for special educational programmes for women in order to enable them to perform their role in the family and undertake their educational duties.

111. Farag, 'Aliyyah 'Ali, "Profeesional Training of Teachers in Faculties of Education", (Hawl Al-I'dad Al-Mehni Lil-Mu'allim fi Kulliyyaat Al-Tarbiyah), "Sahifat Al-Maktabh", (Library Magazine), 29th Year, Issue No. 3, (October 1977), pp. 25 - 34 .

The writer began her article with an indication to the fundamental elements of curricula in the faculties of education, showing how difficult it would be to distinguish between them.

Turning to the professional aspect of teacher training, the writer concentrated on the extent to which practical education is needed and drew a comparison between practical education in the past and present.

She then embarked on an attempt to study the existing relationships between educational subjects and practical education showing the steps taken by her to study the correlation coefficient between practical and theoretical subjects (i.e. educational psychology, developmental psychology, basics of education, education and social problems, history of education in general and in the Arab Republic of Egypt in particular, curricula, educational aids and teaching methods).

The writer then reviewed her conclusions and recommendations calling for a coordination between the principles on which supervisors of practical education base their evaluation of students and theoretical education. She also called upon the teaching body of faculties of education to keep into direct contact with fields of practical education in schools. She, further, advocated adoption of practical education in its broader sense.

112. A.R.E., Ministry of Education, Directorate-General for Training, "Report on Types of Services and Activities in the Field of Training", (Taqreer 'an Anwa' Al-Khadamat Wal-Nashat fi Maidan Al-Tadreeb), Cairo, 1977, 3 typewritten pages.

- Report submitted to the Agency for Educational Documentation and Information in connection with the preparation of the annual report on education.

The Report begins with a review of the functions and responsibilities assumed by the Directorate-General for Training and an explanation of the role of training in the process of education and in any improvement of such process.

It goes on to review the programmes of training undertaken in 1977, including the programmes of qualification for supervisory and management capacities and the academic and technical training programmes which cover all school subjects and curricula whether in general education or in technical schools.

In conclusion, the Report reviews the programme of languages, indicating its improtance in the development of languages teaching as well as in the improvement of the methods of evaluation and examination.

113. A.R.E., Legislations, Laws, Regulations...etc., "Circular No. 88 of October 2, 1977 in Connection with the Preparations and Plans for Men and Women Teacher Training Colleges in the Academic Year 1977/78", Cairo, Cabinet of the First Under-secretary of the Ministry of Education for Primary Education and Teacher Training Colleges, Ministry of Education , 1977, 14 stencil pages.

Following an introduction on the guiding principles observed in its preparation, the Circular related the directives which are binding upon the people concerned in men and women teacher training colleges as concerns admission in the first year, division into majors in the fourth year, college buildings and equipment, financial loans, boarding sections, meals, encouraging awards and incentives, administrative and general staff, system of filing Ministerial Resolutions, circulars and printed instructions on the system of work in colleges, the primary school annexed to the colleges, the supervisory board and curricula and text books.

These directives also deal with the steps to be taken for teaching Islamic religion, Arabic, art and English.

Other directives deal with student affairs, such as admission and transfer and completing the academic and educational qualification of teachers, headmasters and inspectors in the primary stage.

In conclusion, the Circular reviewed the meaning of technical guidance in the educational process, giving the necessary directives in this regard.

114. Mansur, Kamel, "The Teacher and World Peace", (Al-Mu'allim Wal-Salam Al-'Aalami), Cairo, 'Ain Shams University, Science Teaching Development Centre, 1977, 11 stencil pages.

Enumerating some characteristics of a good science teacher, the writer mentioned his thorough knowledge of science, his full awareness of the society's prolems and his vast general knowledge, Other minor characteristics in these fields were also mentioned.

The writer went on to discuss the scientific theories of evolution, showing how they apply to political philosophy and human relations. He, further, discussed the theories of engenics and survival for the fittest, elaborating on the philosophy of coercion, cohesion and integration in nature.

Concluding his article, the writer explained each of these theories and philosophies and indicated the teacher's role in world peace consisting in emancipating human thought, purifying it from the slogans of the philosophy of coercion and replacing it by the philosophy of cooperation. He emphasized cultural and scientific exchanges and showed how they contribute towards the realization and maintenance of world peace.

Conditions Of

115. 'Abdul Rasheed, Kamal, "On Education Day, Do Justice to 23 Thousand Teacher", (Fi 'Id Al-'Ilm Ansifu 23 Alf Mu'allim), "Al-Masaa" newspaper, 21st Year, Issue No. 8049, (October 3, 1977), p. 3.

Holders of the General and Rural Diploma of Men and Women Teachers who graduated since 1957 and until 1963 are dealt with in this article.

After explaining their role in promoting primary education, the writer said that Law No. 83 of 1973 has dealt a heavy blow against them, resulting in their lagging behind their colleagues as to promotions.

The writer went on to describe the steps taken by the Ministry of Education to insure that they receive the same treatment as their colleagues who are subject to the same Law. He then described the part played in this respect by the People's Assembly, the Minister of Finance and the Minister of Administrative Development, pointing to the measures taken to remedy the existing situation.

Concluding his article, he insisted on doing justice to these teachers, saying that such measure would create a favourable atmosphere intensifying their enthusiasm for work.

Duties

116. Radwan, Mohamed Mahmoud, "Peace and Teachers", (Al-Salam Wal-Mu'allimun), "Al-Rayed", magazine of teachers, 22nd year, Issue No. 4, (December 1977), p. 1.

Commenting on the Teachers' Association's duty in informing Arab teachers of the facts of the political situation and the importance of establishing peace in the Arab region, the writer began by describing the developments undergone by the peace initiative undertaken by the President of the Arab Republic of Egypt in visiting Jerusalem, then emphasized the duty of teachers in making known the initiative's significance and aims, showed its reflexious on the method of teaching and the building of man and indicated how teachers should inculcate the initiative's principles in the souls of pupils.

Duties Thereof

117. El-Shal, Mahmoud El Nabawi, "Occupational and Professional Obligations of a Teacher", (Iltizamat Al-Mu'allim Al-Mihniyyah Wal-Wazifiyyah), "Sahifat Al-Tarbiyah", (Magazine of Education), 30th year, Issue No. 1, (December 1977 and January/February 1978), pp. 9 - 13.

After emphasizing the need for the State to play its proper role in the training and develpment of the teacher, the writer indicated the importance of establishing permanent contacts between the educational institution and the pupil's family, explained the realms in which the teacher could enrich the educational process and stressed the need for linking school subjects to the society's aims and objectives. He also pointed to the necessity of following up the characteristics of student growth in the various stages of education and acquainting ourselves with the features of the environment surrounding the student.

Discussing the pupil-teacher relationship, the writer emphasized the need for doing away with all passive and negative aspects, saying that a special care should be directed to gifted pupils, academic evaluation should continue as a permanent process and new and developed approaches should substitute traditional educational methods.

Concluding his article, the writer pointed to the need for pupils to be fully aware of the developments taking place on the Arab and international arena, while in the meantime holding fast to their genuine heritage and upholding spiritual and behavioural values.

118. Kambar, Mahmoud , "A Call for Rescuing the Profession of Teaching in Primary Schools", (Da'wah ila Inqaz Mihnat Al-Ta'leem Al-Ibtidaei), "Sahifat Al-Tarbiyah", (Magazine of Education), 30th Year, Issue No. 1, (December 1977/ January and February 1978), pp. 43 - 56.

Talking on the present status of primary education, the writer admitted that this type of education is suffering from its weakness with the natural result that its standard has gone down. This state of affairs, the writer observed, is attributed to the present method by which primary school teachers are trained and qualified.

After stressing the importance of providing teachers with new methods of training in order to attain the contemplated aims of primary education, the writer said that the new training should help the teacher play his role both as a psychological expert and a technological observer. He explained the difficulties involved in such training process.

The writer went on to explain the meaning of specialization in the teacher's functional role and enumerated the requirements in any sound training for primary school teachers, saying that fine training would raise the standard of their performance and improve their material condition.

The writer ended his article with a recommendation that the present job structure of the teaching profession be re-considered, proposing a new structive which would be more advantageous to teachers.

119. A.R.E., Legislations, Laws, and Regulations. "Circular No. 11 of November 5, 1977 in Connection with the Terms and Conditions Governing Studies and Examinations of Primary School Teachers, Headmasters and Inspectors who Attend as External Students the Special Courses Aimed at Fulfilling their Required Academic and Educational Qualification", Cairo, Cabinet of the First Undersecretary of the Ministry of Education for Primary Education and Teacher Training Colleges, Ministry of Education, 1977, 2 stencil pages.

Following a review of the Ministerial Resolutions and Circulars which regulate and organize these studies and an explanation of their objectives, the Circular mentioned the conditions under which external students join these studies and reviewed the systems of education and examinations.

The Circular contained other provisions requiring students to work in primary schools during and after the study as well as the disciplinary penalties applicable to contraveners. It, further, contained conditions for re-inscription in these studies and for cases where examinations fall during working days.

The Circular's last paragraph provides for its implementation and fixes the date of its coming into force.

Re-Employment

120. 'Ali, Ahmed, "Rules for Re-employment of Teachers after Reaching Retirement Age", (Qawa'id I'adat Ta'yeen Al-Mudarriseen ba'd Sinn Al-Ma'ash), "Al-Akhbar" newspaper, 26th year, Issue No. 7966, (December 27, 1977), p. 7.

After reviewing the reasons which induced responsible authorities to re-employ pensioned-off teachers, the writer related the advantages as well as the experiences involved in this step showing how students and new teachers benefit from them.

The writer went on to review the rules and conditions governing this matter as to health requirements and computation of earlier employment, concluding his article with a talk on the remunerations paid, the moral privileges, the length of service and how to compute them.

Rights Of

121. Ahmed, Mohamed 'Abdul Kader, "A Greeting to the Teacher on the Occasion of the Teacher's Day", (Tahiyyah ila Al-Mu'allim fi 'Id Al-Mu'allim), "Al-Ahram" newspaper, 103 rd year, Issue No. 33167. (October 1, 1977), p. 9 .

After underlining the teacher's importance in a world which is making wide progress in applying technology to teaching methods, the writer talked on the teacher's mission, showing his role in formulating the life and directing the course of behaviour of pupils and describing the teacher's influence in practical life.

The writer went on to stress the need for improving the teacher's economic and social conditions saying that this would encourage many young men to take up teaching as a profession and life-time career.

Reviewing the problems from which teachers are complaining, the writer mentioned in particular the problem of working in remote locations away from the family, the difficulties they face in pursuing post-graduate studies, the meagre salaries they receive and the little chances of promotion they have. Married mistresses in turn have their problems which the writer explained.

Concluding his article, the writer cited the example of Canada, Austria and Sri Lanka which offer generous incentives in order to attract the cream of university graduates to the teaching profession.

TEACHERS' GUIDES

122. A.R.E., Ministry of Agriculture, Council of Rural Information, "A Teacher's Guide to Adult Education and to The Eradication of Illiteracy", (Daleel Al-Mu'allim fi Ta'leem Al-Kibaar Wa Mahwu Al-Ummiyyah), Cairo, 1977, 16 pages.

Following an introduction on the teacher's role in fighting illiteracy and in teaching adults and the justifications for the issuance of this Guide, a set of guidelines were listed for the benefit of literacy instructors.

The Guide then gave an explanation of the aims contemplated from teaching adults how to read and write and the method to be followed in such teaching and mentioned in particular how an adult gets ready for reading, the reading process itself, the methods of teaching and the manner in which reading may be enjoyed.

The Guide also dealt with arithmatics teaching and gave some directives for the guidance of instructors engaged in teaching arithmatics to adults. These guidelines call for basing arithmatics problems on realistic situations, using educational aids in teaching, giving a special attention to weak students, adopting a gradual process in arithmatics drills and ensuring participation by students in solving arithmatical problems and in related drills.

123. Dusuki, Bayyumi Mohamed, "The Problem of Arabic Language Teacher", (Mushkilat Mudarres Al-Lughah Al-'Arabiyyah), "Al-Gumhouriyyah", newspaper, 24th year, Issue No. 8687, (October 10, 1977), p. 5.

After emphasizing the teacher's importance in the performance of the eduational process and pointing to the need for qualified teachers to teach Arabic, the writer described the prevailing conditions of admission in the Faculty of Dar Al-'Ulum and the Arabic Language Departments of the Faculties of Arts and Education, saying that admission of students who are not qualified for studying Arabic in these Faculties and Departments results in a lower standard of prospective Arabic teachers.

To rectify this condition and raise the standard of prospective teachers of Arabic, the writer stressed the need for majoring in the Arabic language, saying that graduates of Al-Azhar's secondary institutes should be admitted in Al-Azhar's Faculty of Arabic Language and in the Faculty of Dar Al-'Ulum, adding that Arabic teaching should be confined to graduates of these two Faculties.

TEACHERS OF RELIGIOUS COURSES

124. El-Labban, Ibrahim, "Where is the Religious Educator?", (Ayna Al-Murabbi Al-Dini?), "Al-Rayed", magazine of teachers, 22nd year, Issue No. 4, (December 1977), p. 12.

At the outset of his article, the writer related the former practice of the Faculty of Dar Al-'Ulum in training religious educators and reviewed the stages through which they passed until their final graduation.

By way of comparison, the writer described the present practice of training such educators, in which the Departments of Arabic Language in Faculties of Arts join Dar Al-'Ulum in training teachers of religion. He showed how the system of admission and the curricula in such faculties reflect on the prospective religious teacher and results in a poor standard of graduates.

Concluding his article, the writer described a project he had adopted at the time he was Dean of Dar Al-'Ulum for brining qut qualified religious educators. He explained why his project stumbled and called for its revival.

TEACHING
Development Of

125. Qotb, Yusuf Salahuddin, "Strategy for the Development of Arab Education", (Istratijiyyat Tatweer Al-Tarbiyah Al-'Arabiyyah), "Sahifat Al-Tarbiyah", (Magazine of Education), 29th year, Issue No. 4, (October 1977), pp. 5 - 7 .

The writer devoted his article to a review of the report prepared by the Committee constituted by the Fourth Conference of Arab Ministers of Education held in San'aa in December 1972 for drawing up a strategy aimed at developing education in the Arab World.

According to the writer, the report consists of three parts.

Part 1 deals with Arab society and its future development as visualized in the light of its present potentialities and the challenges ahead of it.

The second part deals with problems and trends of Arab education and the factors influencing the movement of school education as well as the major problems emanating therefrom.

Reviewing these problems, the writer mentioned the problem of full absorption of pupils under compulsory age, extension of compulsory years of education, diversification of secondary education and development of higher education in the interest of the overall economic development of the region.

The report's third part deals with the proposed strategy for a general development of education and indicates the elements and methods of such development and the procedure for realizing it as to planning, financing and legislation.

TECHNICAL EDUCATION

126. 'Abdul Salam, Mohamed Jamal, "Development of Technical Education in Alexandria", (Tatawwur Al-Ta'leem Al-Fanni Bil-Iskandariyyah), "Al-Masaa", newspaper, 22nd year, Issue No. 8085, (November 8, 1977), p. 4.

Stressing the importance of Knowledge and faith in a modern state, the writer related how education in Egypt developed from a traditional standardized system to the present advanced system. In this respect, he pointed to the increased interest shown in technical education (agricultural, commercial and industrial), saying that pupils are now shifting from general secondary and university education to technical institutes.

After pointing to the number of technical schools of the three types in Alexandria in 1977 as compared to their number ten years before, the writer explained that the rising demand on these schools has induced the Governorate of Alexandria to take more active interest in them.

The writer then indicated the importance of starting new majors in commercial schools and expanding industrial schools adopting the 5-year system, saying that this would be instrumental in meeting the needs of business concerns to specialized manpower and also meeting the manpower requirements in Arab countries.

Concluding his article, the writer praised the policy pursued by the Governorate of Alexandria in 1977 in this direction.

TEXT BOOKS

127. Tadros, Halim Farid, "Why This Fuss Over the Text Book Entitled (Philosophical Issues) ?", (Limaza Al-Dajja Hawla "Masaiyl Falsafiyyah"?), "Al-Gumhouriyyah" newspaper, 24th year, Issue No. 8678, (October 1977), p. 5.

After reviewing the critical remarks on a text book entitled "Philosophical Issues" taught since 1976/77 to General Secondary students in the Literary Branch, the writer dealt with the four philosophical issues contained in the book, being: existence and gnosis in Greek philosophy, the intellect versus inspiration, the philosophical method and gnosis and the problem of man and his struggle, the writer showed how comprehensive and sound these four issues are and how academically the material is presented with due consideration to its conformity to the student's intellectual standard.

He went on to explain the method used by the author of "Philosophical Issues" in expounding his material, comparing this book with the text books used in the Scientific and Mathematical Branches, normally characterized with depth and accuracy.

Concluding his article, the writer said that "Philosophical Issues" should not deviate from the general trend of academic books and revealed the true reasons for criticizing this book.

128. A.R.E., Legislations, Laws, Regulations ...etc., "Circular No. 101 of October 8, 1977 in Connection with the General Guidelines on Theatrical Education in the Scholastic Year 1977/78", Cairo, Administration of Theatrical Education, Directorate-General of Educational Activities, Ministry of Education, 1977, 3 stencil pages.

Dealing with the objectives contemplated by the programme of theatrical education on the local strata, the Circular emphasized the importance of complying with the general trends of theatrical education, organizing theatrical shows on various occasions, raising the standard of personnel engaged in theatrical education in schools and providing suitable plays locally.

The Circular, further, related the steps which each school should take in order to carry out the programme laid for theatrical education.

Lastly, the Circular enumerated the necessary data and plans which each Directorate of Education or school administration is bound to communicate to the Administration of Theatrical Education on the dates fixed therefore.

129. El-Sharouni, Ya'qub, "The Art of Writing for Children's Theatre", (Fann Al-Kitabah Li-Masrah Al-Atfaal), Cairo, Higher Council for Arts, Literature and Social Sciences, 1977, 18 pages.

- Paper submitted to the Symposium on Children's Theatre held in Cairo between December 17 and 20, 1977.

The paper started with a review of the developments undergone by children's theatres and indicated the extent of interest now shown in this type of extra-curricular activity.

Explaining the aims of children's theatres, the writer dealt with the following principal points: training the child to accept education easily when dramatized; relieving the child from his constant feeling of self-consciousness; developing the healthy feelings of the child; quenching the child's thirst to knowledge and learning; enriching the child's imagination; developing the sense of responsibility within the child; and arousing the child's interest in sciences.

Describing the characteristics of good plays designed for children, the writer said that they should tailored to suit children as to their length, clarity, smaller number of actors, chronology as to time and place, emphasis on narration, giving plays an amusing start and a fair end, maintaining the spirit of humour throughout the play, giving due regard to the children's linguistic level, emphasizing movement and insuring positive participation on the part of the young audience.

130. El-Sharuni, Ya'qub, "The Educational Role of Children's Theatre", (Al-Dawr Al-Tarbawi Li-Masrah Al-Atfal), Cairo, The Supreme Council for Spervising Arts, Literature and Social Sciences, 1977, 11 pages.

- Paper submitted to a Symposium on Children's Theatre held in Cairo between December 17 and 20, 1977.

Following an explanation of the importance of performances (such as play, theatre and acting) in inducing children and school boys to take active part in the educational process, the writer reviewed some experiments conducted in the United Kingdom in this respect and mentioned some types of theatrical activities in which children engage.

Here, the writer mentioned the spontaneous theatre in which the children themselves do the writing, acting and direction. He explained the aims of this theatre, the role of children in it and the manner in which it operates.

The writer then talked on the educational theatre in which children perform on the basis of a script prepared in advance, and showed how this type of theatre dramatizes the different school subjects and curricula and link the children more closely to their school.

He went on to say that there is need for a teacher's guide which would explain how courses could be dramatized and presented in the classroom.

Talking on the puppet theatre, the writer explained its role in entertaining and educating children.

The writer then moved to professional theatres where adults present plays designed for children. He explained how plays are directed, scripts most suitable for children are selected and directors capable of presenting dramatics for children are chosen.

131. Naguib, Ahmed, "Throwing Light on the Content of Children's Plays", (Adwaa 'ala Al-Madmun fi Masrahiyyat Al-Atfaal), Cairo, Higher Council for Arts, Literature and Social Sciences, 1977, 10 pages.

- Paper presented to the Symposium on Children's Theatre held in Cairo between December 17 and 20, 1977.

The writer began with an explanation of the meaning of content or subject-matter in children's plays, then described the relation between the play's content and the theatre itself and between the children's characteristics and the stage, [illegible], an account of the characteristics of children's growth in the early infancy (between the age of 3 and 5 approximately),

. giving an account of the characteristics of children's growth in the early infancy (between the age of 3 and 5 approximately), in the middle infancy (6 - 8 years approximately) and in the late infancy (9 - 12 years approximately), adding that these characteristics should be borne in mind by anyone concerned with children's threatres.

The writer went on to explain how a well written play, as to content and subject-matter, presents an interesting and thorough scientific material to children through the stage. In this manner, plays represent a practical way of teaching children.

He,further, described the manner in which curricula could be dramatized, saying that educational aims could be best served if plays are accurately written as to their educational content and if such plays are lively with struggle, dialogue, movement, action and good selection of actors.

132. 'Eweiss, Sa'd, "A Study on the Role of Children's Theatre in the Integrative Education of Youngsters", (Dirasah hawla Dawr Masrah Al-Tifl fil-Tarbiyah Al-Mutakamilah Lil-Nashaa), Cairo, Higher Council for Arts, Literature and Social Sciences, 1977, 14 pages.

- Paper presented to the Symposium on Children's Theatre held in Cairo between December 17 and 20, 1977.

Following an introduction on the impact of art, as one of the sources of human knowledge, on cultural progress, the writer talked on the children's theatre as a medium of education, showing the relation between children's theatre and aesthetic education and between the school's role in art education in general and the theatre's role in the educational process inside the school.

The writer went on to explain the role of school theatre in developing the children's ethical education, describing how children get ready to go to theatres and explaining the educational function of theatrical performances.

Following an assessment of the play entitled "The School of Trouble Makers" from an educational point of view, the writer emphasized the State's duty in providing youngsters with an integrative education and in extending more care to art activities in particular and to children's theatre in a more specific manner.

The paper ended with a set of recommendations dealing with art as a source of human knowledge.

133. Fathallah, Sanaa, "Point of View on School Dramatics", (Wijhat Nazar hawl Al-Masrah Al-Madrasi), Cairo, Higher Council of Arts, Literature and Social Sciences, 1977, 16 pages.

- Paper submitted to the Symposium of Children's Theatre held in Cairo between December 17 and 20, 1977.

After describing the present status of school theatres and showing to what extent the Ministry of Education is disinterested in this type of activity, the writer emphasized the importance of exercising theatrical activity as part of the school's extra curricular activity in the primary stage of education.

She went on to review what a school theatre could offer to children at this early age and indicated the manner in which the school stage could be tailored to suit the available school potentialities. She also showed how the Ministries of Education and Culture (through their machineries of popular culture, cultural palaces and cultural caravans travelling in villages and localities) could help in enlightening people on the importance of the theatre in general and children's theatre in particular.

Concluding her paper, the writer showed how the establishment of a Supreme Council for Childhood would contribute towards the building of a new man as the propsoed Council would extend integrative care to children covering educational, cultural, academic, spiritual, social, health and athletic aspects.

134. Soliman, Fawzi, "Issues Concerning Children's Theatre", (Qadaya hawla Masrah Al-Tifl), "Al-Masaa" newspaper, 22nd year, Issue No. 8130, (December 22, 1977), p. 4.

Following a review of the panels and conferences held for discussing problems of children's theatres and an explanation of the major topics discussed in the symposium held by the Higher Council for Literature, Arts and Social Sciences between December 17 and 20, the writer said that the later symposium discussed papers pertaining to the following subjects: play writing for children's theatre, theatrical education in schools, the role of the children's theatre in providing integrative education to youngsters, dramatizing stories for children's theatre, popular culture as related to children's theatre and school theatres.

Concluding his article, the writer pointed to the Government's duty to establish children's theatres in villages, saying that such theatres could be linked to the popular cultural programmes and adding that the establishment of a national theatre for children would be most influential on the children's education and culture.

135. Soliman, 'Abdul 'Aziz, "We .... and Youth Extremism", (Nahnu Wa-Tatarruf Al-Shabab), "Al-Gumhouriyyah" newspaper, 24th year, Issue No. 7689, (October 12, 1977), p. 5.

The writer started his article saying that youth care is vital. The more attention they receive in their upbringing, the more beneficial they become in developing their country.

It is, therefore, the duty of the society, with all its bodies and organizations (including the family and the educational and popular institutions), to extend care to youth and supervise their growth, the writer added.

He went on to describe the state of loss in which youngsters find themselves, involving them in trespasses against God and against the society, despite the existence of such bodies and organizations.

Concluding his article, the writer insisted that the services rendered by such organizations should extend to remote locations, villages and towns, adding that social morals should be adopted in the process of educating and developing youth.

136, A.R.E., National Council for Youth and Sports, Youth Machinery, "A Study on the Problems and Needs of Youth Welfare Organizations in Governorates", (Bahth Mashakil Wa-Ihtiyajaat Ri'ayat Al-Shabab Bil-Muhafazaat), Cairo, 1977, 393 pages.

The importance of youth care in various Governorates is emphasized in the introduction to this study which also emphasized the need for conducting further studies on the same subject.

The study consists of three parts subdivided into twelve chapters.

Part 1, comprising the first five chapters, consists of a theoretical study in which the history and development of youth welfare organizations and their relation to the Organization of Youth in Governorates are reviewed.

The study also reviewed the earlier studies written on the same subject and showed the role of Youth Directorates in the various Governorates in the field of education. It expounded on the plans visualized for youth care in provinces.

The second part, which embraces the following five chapters, is devoted to field survey. The method used in this survey, its scope, presumptions and aims are all described. An analysis is also made of the outcome of this field survey.

The study ends with Part 3 which comprises the last two chapters and which reviews the conclusions and recommendations reached on the subject of youth care. These revolve around programmes of working with youth, youth centres and their role in educational programmes and development of national feelings, youth care among peasants, organization of contests and camps, professional leaders working with youth and the needed equipment and installations for youth care in Governorates.

YOUTH MOVEMENT

137. El-Sayyed,Fatemeh, "Working Programme for Youth in the New Year; Consolidation of Childhood Centres in Villages and Governorates", (Khuttat 'Amal Al-Shabab fil-'Aam Al-Jadid; Tad'eem Marakiz Al-Tufulah Fil-Qura Wal-Muhafazaat), "Al-Akhbar" newspaper, 26th year, Issue No. 7963, (December 23, 1977), p. 6.

Reviewing the working plan laid down by the Government's Machinery of Youth for the new year (1978) and focussing on the principal points emphasized in the programme, the writer dealt with childhood as maker of the future, the building of man in Egypt in the year 2000 and the large base of youth in the village, town, school, mosque and factory.

Pointing to the major projects included in the programme, the writer mentioned the consolidation, rehabilitation and reconsideration of youth centres, children's clubs, labour camps, students' associations and societies of youth activities.

Concluding her article, the writer called for devising a permanent policy for celebrating religious and national accasions and for consolidating and coordinating the various mass media in addressing youth so as to help in solving their problems.

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